

**IMPROVING THE SPEAKING ABILITY OF GRADE VIII C
STUDENTS OF SMP NEGERI 3 DEPOK YOGYAKARTA
THROUGH THE USE OF VIDEO**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a Sarjana
Pendidikan Degree of English Education



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IMPROVING THE SPEAKING ABILITY OF GRADE VIII C STUDENTS OF SMP NEGERI 3 DEPOK YOGYAKARTA THROUGH THE USE OF VIDEO

A THESIS



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A Thesis




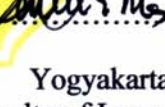
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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Penulis



Anita Nur Masyi'ah

DEDICATIONS

I faithfully dedicate this thesis to
my beloved mom and dad
for being the best teachers,
best friends and best supporters of mine.

MOTTOS

**When life seems too dark, there's always that small light guiding you
through all the obstacles. That is God, whose light never dies.**

(An Arabic Proverb)

**No matter how much talent God has given to you, you will never rise
higher than your attitude.**

(An Islamic Proverb)

**Life is like riding a bicycle. To keep your balance, you must keep
moving.**

(Albert Einstein)

I am indebted to my father for living, but to my teachers for living well.

(Alexander of Macedon)

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I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect, and therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

Yogyakarta, June 2014

Anita Nur Masyi'ah

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IMPROVING THE SPEAKING ABILITY OF GRADE VIII C STUDENTS OF SMP NEGERI 3 DEPOK YOGYAKARTA THROUGH THE USE OF VIDEO

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ABSTRACT

This research was aimed at improving students' speaking ability of the class VIII C students of SMP Negeri 3 Depok Sleman Yogyakarta in the academic year of 2013/2014. The problem was that they had low speaking ability.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 32 students of class VIII C of SMP Negeri 3 Depok Sleman Yogyakarta in the academic year of 2013/2014 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking, interviewing the students of class VIII C and the English teacher, holding discussion with the collaborator and taking pictures and recording videos. Meanwhile, the quantitative data were acquired through pre-test, progress test, and post test. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity.

The research findings showed that the use of video as the teaching media combined with the use of speaking activities and classroom English was proven to be effective to improve the students' speaking skills. It could get students' attention and increased their learning motivation. The students could have better understanding about the use of English in real situation as they got appropriate models of speaking English through video. They also had adequate opportunities to practice speaking in order to speak fluently and confidently. The students who just gained 55.4 in the pre-test, were able to increase their score up to 79.9 in the post test. It indicated that they made a considerable improvement in some aspect of speaking skills such as pronunciation, grammar, vocabulary and comprehension.

CHAPTER I

INTRODUCTION

The first chapter contains the background of the study, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the study and the significance of the problem.

A. Background of the Study

Nowadays, mastering English is not a choice, but it is a need. In this modern era, English becomes very important for everyone and mastering it also becomes a must for many reasons, such as for communicating with others, for competing with all people from all of countries, and etc. Some people think that at least they can use English for communicating with others, without really thinking about its grammar or tenses. In every school in Indonesia, including in junior high school, English is taught with its four skills; listening, speaking, reading and writing. Students are actually expected to master all the skills equally, but there are at least one or two skills that are left behind the others for several reasons, for example because of the lack of media. Speaking becomes one of the skills that junior high school students find it quite difficult. In learning English, the students are expected to be fluent in communicating with others. That is why speaking skill is very important.

In addition, every English skill; listening, speaking, reading and writing, has different micro skills to be mastered. Speaking has some things to be focused on, such as grammar, vocabulary and pronunciation.

In speaking, people need to express their ideas clearly and in an acceptable way, so the listeners can receive the messages. In SMP Negeri 3 Depok, speaking skill became the skill that the students had the least interest in, or it can be said that their speaking ability was quite low. They needed some additional speaking course to increase their speaking abilities. Increasing student speaking ability was difficult and it needs students' motivation. As a result, they needed a learning media that was quite interesting, because they were not really provided with maximum facilities and media in learning speaking. One of the reasons was because speaking skill is not included in the National Examination.

Videos are media that are quite interesting for them. Lately, almost teenagers around the world, especially in Indonesia, are very enthusiastic in watching many sites that show many kinds of video, such as YouTube, etc. That is why the researcher thought to give it a try.

B. Identification of the Problem

There were four factors that cause low speaking ability of the students. It could be from the students, the teacher, media and materials, and learning facilities and environment.

1. The Problems Related to the Students

Most of the students in class VIII C had low speaking ability. Most of them had Bahasa Indonesia or Bahasa Jawa as their mother tongue and only spoke English in English class. When they were asked to practice speaking in front of the class, they looked shy, reluctant and unconfident. They were too afraid of making mistakes. Besides, lack of interest also became one of the reasons. They thought that English was a very difficult subject to be learned, especially speaking. They had a difficulty in expressing their ideas. They also tended to mispronounce words and use wrong terms. Furthermore, when they had made a mistake, they tended to feel discouraged and became more afraid of making another mistake.

2. The Problems Related to the Teacher

Another factor was from the teacher. The fact that speaking was not included in the National Examination made the English teacher tended to prioritize other English skills. Actually the teacher had already given sufficient opportunities for the students to speak, but the material and media used was not quite interesting, she rarely used videos.

3. The Problems Related to the Media and Materials

The next factor was media and materials. The media and materials give a big contribution to achieve the goals of the teaching and learning process. Media are important things to transfer the knowledge to the students. By using video, students

could get appropriate models to speak fluently, accurately and intelligibly. Besides, video could be something very interesting to add variety in the classroom, to give appropriate models of exposures and pronunciation through the speakers' talks and to attract students' attention because of the sounds and moving images.

The lack of media used in the teaching and learning process in class VIII C could influence the students' learning motivation and speaking skills. Furthermore, based on the observation done in the class, the students tended to get bored easily because of lack of interest in the media used.

4. The Problems Related to the Learning Facilities

Learning facilities and school environment could support the teaching and learning process and also would motivate the students to learn English. The learning facility that was provided in SMP Negeri 3 Depok was LCD in each class. There was no language laboratory there, so the teaching and learning process was always done in the class. From that aspect, it could be said that the teaching learning process was considered monotonous because it was always done in the classroom and not quite varied. Language laboratory could be a good medium to give them listening input before they speak. About the school environment, it was quite under-control, the noise that might disturb the teaching and learning process was when the teacher who was supposed to teach the next class does not come in.

C. Limitation of the Problem

It was quite impossible to conduct a research study covering the-four problems mentioned before. Students' speaking skills could be improved through several ways, one of them is by using interesting media; in this research, videos. Video enable student to learn English and develop their speaking competence including pronunciation, grammar accuracy, fluency, vocabulary and comprehension through the exposures of the native speakers' talk.

Therefore, this study focused on the use of video to improve the speaking ability of eight grade students of SMPN 3 Depok Yogyakarta in the academic year of 2013/2014. The researcher observed about how videos as learning media would effectively improve the students' speaking ability.

D. Formulation of the Problem

Based on the background, identification and limitation of the problems stated before, the problem of this research could be formulated into:

“How can video improve the speaking ability of Grade VIII C students of SMP Negeri 3 Depok Yogyakarta in the academic year of 2013/2014?”

E. The Objective of the Study

Related to the formulation of the problem, the objective of this research was to improve the speaking ability of Grade VIII C students of SMP Negeri 3 Depok Yogyakarta in the academic year of 2013/2014 through the use of video.

F. The significance of the study

In the end of this study, the researcher hoped that this study would give a significant contribution for English teacher, students, or the readers in the English teaching and learning process.

1. For the students, it would be an effort to improve their speaking skills and also their learning motivation. The application of using videos as learning media in teaching speaking is expected to be one of the ways to develop their communicative competence to face the global communication.
2. For English teachers, it would be a broad opportunity to improve the quality of English teaching and learning process. The implementation of using videos as learning media is expected to be continuously performed to create fun and enjoyable atmosphere in the English teaching and learning process and to provide appropriate models of English to improve students' speaking skills.
3. For English Department of State University of Yogyakarta, it can be used as a research reference for other researchers who have similar topic and purpose.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some theories as the basis of the discussions. It is aimed at gaining more understanding about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions to improving students' speaking skills through the use of video.

A. Literature Review

1. The Nature of Teaching Speaking

a. Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Nawshin (2009: 5-6) states that speaking is a productive skill. There are two important aspects of speaking. They are accuracy and fluency. Accuracy is the extent to which students' speech matches what people actually say when they use the target

language. Besides, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, unnatural pauses, false starts, words searches, etc.

In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:

- 1) the ability to articulate phonological features of the language comprehensibly
- 2) mastery of stress, rhythm, intonation patterns
- 3) an acceptable degree of fluency
- 4) transactional and interpersonal skills
- 5) skills in taking short and long speaking turns
- 6) skills in the management of interaction
- 7) skills in negotiating meaning
- 8) conversational listening skills (successful conversations require good listeners as well as good speakers)

- 9) skills in knowing about and negotiating purposes for conversations
- 10) using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and continue through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Therefore, speaking skill basically is an activity having a conversation with others. It is important to pay attention to several things when speaking, such as accuracy, fluency and others successful oral communication factors.

b. Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like. The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to

individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, according to Brown(2001) there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. At the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

c. Types of Speaking Performances

There are several types of speaking performances that can be used in speaking class. Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase

or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal

speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately

The researcher used the imitative and extensive types during the implementation of the actions. The imitative type was used in the Modeling of the Text stage and the extensive one was used in the Independent Construction of the Text.

d. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2007:348-353) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity.

In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. Discussion

range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design

questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

The researcher could choose which activities were appropriate for the students and prepared the suitable materials to be taught. In this research, the researcher chose communication games and discussions.

2. Teaching Speaking in Junior High School

Teaching English to young learners or teenagers can be considered as the most challenging task by some experts since the students do not have much knowledge of target language (Brown, 2001:91). They have limited vocabulary, grammar, pronunciation and expressions to carry out meaningful conversation.

The English teaching in junior high school in Indonesia is aimed at developing students' communicative competence covering the four language skills; listening, speaking, reading and writing (SKKD, 2006). Students are expected to speak and communicate in English in daily life, both in the written and spoken form. But, in order to achieve the goal, the teaching of four language skills should be in the right proportion. The teacher should improve both students' receptive and productive skill equally.

Speaking is one of the four language skills that students should acquire. In the curriculum, the basic competence of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations. Students have to be able to convey meanings and intentions in English both inside and outside the classroom.

Based on the school-based curriculum, the teaching of speaking covers some learning objectives. In speaking, the students are expected to be able to:

- a. mention and spell the words that have been learnt
- b. pronounce the words correctly

- c. carry out a simple and short conversation fluently, accurately and appropriately.

A. Micro and Macro-skills of Speaking

These are micro and macro-skills of speaking stated by Brown (2004:142-143)

1. Micro-skills

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
- i. Produce speech in natural constituent: in appropriate phrases, pause groups, breath groups and sentence constituents.
- j. Express a particular meaning in different grammatical forms.

- k. Use cohesive devices in spoken discourse.

2. Macro-skills

- a. Appropriately accomplish communicative functions according to situations, participants and goals.
- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and-yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization and exemplification.
- d. Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

The materials chosen is based on the Standard of Competence and Basic Competence of English learning at SMP and MTs grade VIII (2006) which are set as the following:

Table 1: Standard of Competence and Basic Competence

Standard of Competence	Basic Competence	Micro Skills
To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.	To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of recount and narrative texts.	<ul style="list-style-type: none"> - Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours. - Use cohesive devices in spoken discourse. - Produce speech in natural constituent: in appropriate phrases, pause groups, breath groups and sentence constituents. - Use grammatical word clauses (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.

The indicator of success of the research will be seen based on the oral proficiency scoring categories proposed by Brown (2001: 173).

Oral Proficiency Scoring Categories proposed by H. Douglas Brown

Score	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to	Able to speak the language with sufficient vocabulary to participate	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease.	Errors never interfere with understanding and rarely disturb the	Can participate effectively in most formal and informal conversations on

	participate effectively in most formal and informal conversations on practical, social and professional topics.	effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.		Rarely has to grope for words.	native speaker. Accent may be obviously foreign.	practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

3. The Use of Videos in Teaching and Learning Process

The use of video can be in several various. Smaldino *et al* (2005: 291) states that teachers can use video to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

a. Cognitive skills

Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

b. Demonstrations

Video is great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

c. Virtual Field Trips

Videos can take students to places they might not be able to go other wise. Teachers can take their students to the Amazon rain forest, the Jungles of New Guinea to observe the behavior of animals in the field. Teacher and the students can go to those places and many others on video.

d. Documentary

Video is the primary medium for documenting actual events and bringing them into classroom.

e. Dramatization

Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

f. Discussion Basics

By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion. If teachers wish to use video successfully in classes, they need to be aware of a number of potential problems.

Harmer (2001: 283) states there are some problems that will occur on using video in the teaching and learning process and what teachers should do to solve those problems.

a. The 'nothing new' syndrome

The use of video is not only switching on the monitor in the classroom and exciting for a television and internet viewing population but also giving them the video materials and the way to exploit it. Teachers have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

b. Poor quality types and disks

Teachers have to judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students' interest. Poorly filmed and woodenly acted material will not engage students who are used to something better.

c. Poor viewing conditions

Teachers have to make sure that the students can see and hear the video. The monitor must be big enough for the students who sit at the back to see the screen clearly. Teachers also need to see if they can dim the ambient light sufficiently for the picture to be clear.

d. Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. It can also be extremely irritating if a teacher fails to show the class how the story ends. Sometimes this is done on purpose, that is as a spur to creativity or prediction. At other times, some teachers fail to take students' natural curiosity into account. Teachers have to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence. The answer will guide the way they use video with others.

e. The length of extracts

Some people think that more than two or three minutes of video sends students to sleep. However, short video sequences of between one and four minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating.

f. Fingers and thumbs

Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to.

He adds that teachers can also use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic they are working on, to highlight language points, or to settle a class after a noisy activity.

- a. Topic, teachers will be able to introduce a short two or three minute video extract into a lesson devoted to a particular topic. If students are working on a reading text about genetically modified food and animals, for example, we might show a quick interview clip with a government minister, or a quick burst of a news bulletin about campaigners against generic modification.
- b. Language, when a class is working on an area of language, whether grammatical, functional, or lexical or a mixture of all three. The lesson can be greatly enhanced by a video extract which shows that language in operation.

Therefore, video extracts here can be used to introduce new language, practice already known items, or analyze the language used in certain typical exchanges and genres.

- c. Relaxation, video can occasionally be used for relaxation. However, teachers play a music video at the end of a long lesson or show a quick bit of video film about a place or a person as a bridge between, for example, a noisy activity and a quiet one.

Therefore, the use of video had been proven to be effective in helping increasing the speaking ability of students. Its fun and enjoyable atmosphere made the students relaxed in learning speaking.

Types of Video

Harmer (2001: 284) states there are three basic types of video which can readily be used in class.

- a) Off-air programs: programs recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The programs and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity. Teachers have to remember that all television programs have copyright restrictions which vary from country to country. It is important to know what the law is and realize that breaking it can have serious consequences.
- b) Real-world video: teachers and students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to judge the length of the extract in the same way too.

- c) Language learning videos: it means videos to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

From the explanations above, it is clear that there are many types of video. The video that is appropriate in the teaching and learning process is language learning video. This type of video is designed to accompany course books. Therefore, it is more contextualize and engage students' interest.

4. Using Video in the Teaching of Speaking

In teaching speaking, we need listening as the input. Paul (2002: 166) states that there are some techniques in using video in the speaking teaching and learning process.

- a. The most obvious use of video is for listening comprehension. Show a short section of video, put it on pause, and ask questions about what the people said then show another section. Teachers can also ask questions which are not about the script but about the scene and what is happening.
- b. Ask the students to listen for a specific form of functional expressions, for example, an apology. Write an example of the form of function that teachers want the students to listen for on the board and get them to raise their hands when they hear one. Use the pause button to stop the video after selected forms

of functional expressions and ask the students to repeat what the last speaker in the video said. This keeps the students listening attentively and focuses on the forms or expressions that teachers have selected.

- c. Use the pause button to stop just before speaker in the video says something that teachers want to focus on and ask the students to predict what that speaker will say.

Smaldino *et al* (2005: 289) states that there are some criteria which should be noticed by teachers about how to use video.

- a. Sightlines. Check lighting, seating and volume control to be sure that everyone can see and hear the video.
- b. Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.
- c. Advance Organizer. List on the chalkboard the main points to be covered in the video.
- d. Vocabulary. Preview any vocabulary.
- e. Short segments. Show only 8 to 12 minutes of video at any one time. Rather than showing a 30 minute video from start to finish, increase viewer learning and retention by using the following technique. Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first. Show the second 10 minutes segment and repeat the procedure. Teachers may choose to show only part of a video. Teachers do not have to show it all.

- f. Role model. The most important, get involved in the video. The students watch attentively and respond when the teacher asks for a response.
- g. Follow up. Reinforce the video with meaningful follow up activities.

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts which is freely used anytime. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement. Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. They can be improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process:

- a. Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- b. Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- c. The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- d. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more.

Brewster, Ellis and Girard (2002) stated that there are three stages of teaching using video. First one is pre-viewing/plan. Planning and preparing for active viewing will include: contextualizing the video sequence, motivating pupils to view, focusing the pupils' attention on the topic or specific language items, activating prior

knowledge about a topic, making predictions about content and language, eliciting or pre-teaching key language, explaining the reason for viewing and purpose of task.

In the while-viewing/Do, there are three main reasons for viewing:

- a. Global viewing or viewing for general understanding
- b. Viewing for detail
- c. Viewing for pleasure

In the post-viewing/review, activities to provide opportunities for language presented and practiced through the video sequence to be consolidated, extended and personalized or to provide opportunities to research further information can include: recording information, comparing information, crosswords, spot the difference, craft activities, drawing, writing instruction, etc.

Furthermore, Roger, Diane and Steve, (1995: 75) stated that video has several advantages such as helps the students to deliver the story. The students can see as well as hear what is being said, the video is much closer to real life. It is also much easier to understand (the facial expressions, the gestures and the physical background) and the students can get appropriate models of speaking.

B. Relevant Studies

There are some previous studies done before showing that student's speaking ability can be improved through the use of video. Pratiwi (2012) who conducted action research in SMA Berbudi, Yogyakarta proposes the findings of research as follows:

1. The action using video could attract students' attention and interest in the teaching and learning process. It made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking.
2. The combination of the use of video and the communicative speaking activities, such as discussions, games and role plays were able to make the students speak English.

The next relevant theory was written by Christine Canning and Wilson from the Center of Excellence for Research and Training, Higher Colleges of Technology. Canning (2000) states that video provides visual stimuli such as the environment and situation that can lead students to generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. Language found in video could help non-native speakers understand stress patterns.

Video allows the learners to see body movement and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. In addition, a video can stimulate and motivate students to be interested so that the students can be more actively involved in the lesson.

C. Conceptual Framework

It had been mentioned before that speaking was considered as the most difficult skill to be mastered by the students of grade VIII C of SMP N 3 Depok. In speaking, the students had to apply their knowledge of the language when they conversed with

others. However, it became a complicated and difficult process for the students because they had limited vocabularies and grammar knowledge. Teaching and learning process cannot be separated from the use of media. Media are tools that facilitate the tasks of language learning. One of the media that could be used in the teaching and learning process was video. According to Harmer (2001), video can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. It is clearly stated that video can support the teaching and learning process. Besides, video could combine the audio and visual elements that other media cannot do. Therefore, the students could learn a language by listening how native speakers pronounced some words and also by observing their facial expressions and gestures. These advantages could be maximally used in speaking teaching and learning to improve the students' speaking skill.

Considering the need of improving the students' speaking skill, the researcher found out that the use of videos in the teaching and learning process could produce any improvements on the students speaking skill. Therefore, the researcher intended to conduct action research in SMP Negeri 3 Depok, Yogyakarta. The researcher worked collaboratively with the English teacher, the collaborator and the grade VIII C students of SMP Negeri 3 Depok. The collaborative work was aimed at improving the speaking skill of the grade VIII C students of SMP Negeri 3 Depok, Yogyakarta.

CHAPTER III

RESEARCH METHOD

This chapter contains of nine subchapters. It covers the research design, the setting of the research, the subjects of the study, the research instruments, the data collection techniques, the data analysis technique, the research procedures, the validity and the reliability of the data, and the indicator of success.

A. Research Design

Based on the research objective, this research was categorized into action research because it is a study aimed at identifying problematic situation that the participants consider worth looking into more deeply and systematically (Burns, 2010). The two important factors that could influence the success of the research are discussion and collaboration among participants. Basically, this study was aimed to find the feasible problems needed to solve soon related to teaching and learning process of speaking and to implement some actions to improve the students' speaking skills of the eight grade students of SMP Negeri 3 Depok Sleman Yogyakarta in the academic year of 2013/2014 through the use of video. The researcher, the English teacher, and the collaborator worked collaboratively to collect the data concerned with the weaknesses and the obstacles of the English teaching and learning process related to the students' speaking skills. Then, they identified the research problems,

planned and implemented the actions, and finally evaluated and reflected the actions in a systematic way. (Kemmis, 1996)

B. Setting of the Research

1. Place of the Research

SMP N 3 depok is located in Sopalan, Maguwoharjo, Sleman, Yogyakarta. It is near INSTIPER Yogyakarta. There were three English teachers there and it had 12 classes; four classes for the first grade, four classes for the second grade and four classes for the third grade. There were 32 students in every class. There were not many facilities for learning English and it was limited used. There was no language laboratory there, but each class had already an LCD.

2. Time of the Research

The research was conducted in the second semester of the academic year 2013/2014 and started from January up to May based on the academic calendar and class schedule.

C. Subject of the Study

This research involved the headmaster, the English teacher, the class teacher, the collaborator and the students of Class VIII C in SMP Negeri 3 Depok, Sleman, Yogyakarta. The researcher implemented the action while the English teacher and the collaborator observed and noted the students' reaction and condition on the class.

D. Research Instruments

The researcher played a role as an observer to collect the data and also the one who implemented the actions. While the researcher implemented the actions in the classroom, the English teacher and the collaborator acted out as the observer.

Meanwhile, in order to gain qualified data, the data were collected by using questionnaire, observation checklist, interview guidelines, and a speaking scoring rubric.

1. Questionnaire

The questionnaire was used to select the video based on the students' wants and needs. The questionnaire was given during the planning stage and preparation.

2. Observation Checklist

The main purpose in using the observation checklist was to enable the observer to record behaviours during sessions of the research quickly, accurately and with minimal interviewer effect on behaviour.

3. Interviews Guidelines

Interview guidelines listed the questions or issues to be explored during the interview. It helped the researcher to conduct the interviews systematically.

4. Speaking Scoring Rubric

Speaking scoring rubric was used to assess and collect the data about students' speaking ability.

E. Data Collection Techniques

The data of the research were qualitative and quantitative. The quantitative data were obtained through observation, interview, giving questionnaire, and documentation related to the teaching and learning process of speaking in the classroom including the techniques used by the teacher, the learning media, and the classroom speaking activities.

1. Observations

Observations were conducted to discover valuable information related to the teaching and learning process, the students' speaking ability, the students' involvement during the lesson, the students' understanding of the given materials, the methods and techniques used by the teacher, and the media used to support the teaching. The results of the observations were in the form of field notes. It was used to record activities and situations during the research.

2. Interviews

Interviews put the researcher in personal contact with the participant. Thus, it can provide an opportunity to ask follow-up questions, reveal rich insights into the thinking of participants and help explain why the participants made the choice they did or how they think about a particular issue (Henning, Stone and Kelly, 2009).

In the reconnaissance stages, the interviews focused on the teacher's perception of the students' English competence, the techniques and activities the teacher used, the materials, the facilities and media in the teaching and learning process, the students' perceptions of the English lesson and the students' difficulties in speaking and learning English.

In the reflection stages, the interviews focused on students' opinion about the actions, the improvement of their speaking skills, their difficulties during the actions, the collaborator's opinion about the actions, the condition of the class, and the students' involvement during the lesson.

3. Giving them questionnaire

The researcher gave the students questionnaire after knowing the result of the interview. From the interview, it could be concluded that most of them felt that English was a difficult subject to learn, and the skill they found the most complicated were speaking and writing. It was speaking because they often still felt unsure of how to pronounce some words, they were afraid of making mistakes and did not have much confidence to speak. Because it was speaking, and dealing with the

pronunciation, so the researcher was thinking about giving them models to speak, so they would know how some words are pronounced. Video could be the best media for it, because through video, students can listen to the audio, how to pronounce words including the stress and the intonation.

So, the questionnaire contained several questions about what kind of video they wanted to watch. Then, the researcher would analyze them to conclude what video the researcher should use in the teaching and learning process.

4. Documentations

Documentations involved taking photographs, audiotape and videotape recording to monitor and to evaluate the actions. Meanwhile, the quantitative data were gained pre-test, progress test and post-test to measure the improvement of students' speaking skills.

F. Data Analysis Technique

The data were in the form of field notes, interview transcripts, and students' speaking scores. To analyze the data, the researcher used the qualitative and quantitative descriptive analysis. The qualitative data were analyzed by using stages suggested by Burns (1999) as follow:

1. Assembling the data
2. Coding the data
3. Comparing the data

4. Building interpretation
5. Reporting the outcomes

The quantitative data obtained from speaking performances were analyzed by using quantitative descriptive analysis. The quantitative data were presented in the form of tables and mean scores.

G. Research Procedure

The researcher used the procedure of action Research proposed by Kemmis and McTaggart(1998) in Burns (2010). The procedure is as follow:

1. Reconnaissance

In this stage, the researcher found out valuable information concerning on the students' speaking skills. The researcher identified the problems and obstacles in teaching speaking by observing in the class and interviewing the teacher and the students.

2. Planning

After doing observations and interviews in reconnaissance stage, the researcher made some plans to determine feasible actions to be implemented in the field. In planning the actions, the researcher worked together with the English teacher. The action plan was using videos as teaching media and was aimed at improving the students' speaking skills.

3. Action and Observation of the Action

The researcher carried out the actions in the class that had been planned before. The actions would be implemented in some cycles depends on the needs of the research. All emerging and detected activities in the classroom during the implementation of the action were recorded, documented and analyzed.

4. Reflection (evaluation and recommendation)

In this stage, the researcher made some notes and reviews on the changes during the implementation with the collaborators. This reflection was carried out to decide whether there would be another cycle or not. If the actions were successful, the researcher would continue to implement it. If the actions were not successful, the actions would be modified or the researcher would try to find other suitable actions.

H. Validity and Reliability of Data

To get the validity of the data, Anderson et al. (1994) in Burns (1999) propose five criteria of validity.

1. *Democratic validity*, which is related to the extent to which the research is truly collaborative. It was obtained through interviewing the English teacher and the students to find out their ideas and comments the action or activities during the implementation of cooperative learning carried out in the writing process.

2. *Outcome validity*, which is related to notion of actions leading to outcomes that are “successful” within the research context. In this research, the processes were related to the improvement of students’ speaking skills through the use of video.
3. *Process validity*, which raises questions about process of conducting the research. In this research, the process was done in two cycles and each cycle consisted of planning, actions, and observation and reflection steps. The process involved some different data sources and followed by some evidences that show the believable process.
4. *Catalytic validity*, which is related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers’ and learner’ understanding of their role and the actions taken as a result of these changes, or by monitoring other participant’ perceptions of problems in the research setting.
5. *Dialogue validity*, which parallels the process collaborative enquiry or reflective dialogue with “critical friends” or other practitioners. The researcher collaborated with the teacher to observe the research process.

To obtain the trustworthiness, Burns (2010: 97) suggest three-triangulation techniques:

1. Time triangulation, the data are collected at one point in time or over a period of time to get sense of what are involved in the processes of the changes. This research was done in two months.

2. Investigator triangulation, more than one observer is involved in the same research setting to avoid researcher being biased and to provide checks on the reliability of the observations. In this research, the researcher worked with the English teacher as the collaborator.
3. Theoretical triangulation, the data are analyzed from more than one perspectives. The researcher analyzed the data based on more one theoretical review in interpreting the data.

To get trustworthiness the researcher will use the triangulation techniques in which the researcher will gather from several points of view from students, the English teacher. The reliability of the data will be gained by giving genuine data, such as the field notes, interviewing transcripts and documentations.

I. Indicator of Success

The indicator of the success of this research will be based on oral proficiency scoring categories proposed by Brown (2001: 173). The research is considered as successful if the students make a significant improvement on their grammar, vocabulary, comprehension, fluency, pronunciation and task. For the clearer image, you can see the table below:

Table 4: Scoring Rubric

Score	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
3	Control of grammar is good. Able to speak the	Able to speak the language with sufficient vocabulary to	Comprehension is quite complete at a normal rate	Can discuss particular interests of competence	Errors never interfere with understanding and rarely	Can participate effectively in most formal and informal

	language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	of speech.	with reasonable ease. Rarely has to grope for words.	disturb the native speaker. Accent may be obviously foreign.	conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion which refer to the efforts to improve students' speaking skills through the use of video. These are presented in three headings: reconnaissance, the implementation of the actions and discussions, and the result of pretest and post test of students' speaking performances.

A. Reconnaissance

1. Identification of the Field Problems

In the reconnaissance stage, several steps were done to identify the problems of the research in the field. The first step was to conduct a preliminary observation of English teaching and learning process, especially in speaking skills of class VIII C SMP Negeri 3 Depok Yogyakarta. The other step was to hold interviews with the English teacher and students of class VIII C as the research participants.

It was important to have a look at the facts on the teaching and learning process of speaking in class VIII C based on the observation done on 28th January 2014 as a part of identifying the problems of the field. The field note below became the initial data which was needed to be taken into account before implementing some actions in class VIII C SMP Negeri 3 Depok Yogyakarta to improve the students' speaking skills.

No	: FN.03
Day, Date	: Monday, 28 th of January, 2014
Time	: 09.00 WIB
Place	: Class VIII C
Activity	: Preliminary Observation
Respondent, R	: researcher
Ss	: students
ET	: English Teacher

ET started the class with greeting and checking the students' attendance. At that day, all the 32 Ss were coming to the class. After checking their presence, ET asked them several simple questions, such as, "do you still remember what we have learned in the last meeting?", "did you study last night?", etc. Some Ss tried to answer the questions with insufficient grammar usage but still could be understood. **They looked like having difficulty in expressing their ideas in the form of spoken language, so they likely used Bahasa Indonesia if they felt like did not find the wanted words or sentences.** ET listened to Ss answers and tried not to discourage Ss.

After that, **ET asked about the homework she gave in the previous meeting taken from LKS.** Ss discussed the answers lead by the ET. ET told Ss what they would learn that day. It was about descriptive text. ET built their basic knowledge about descriptive test by asking some questions. **Ss answered with limited vocabulary level and limited grammar knowledge. The others students were hesitate and reluctant to speak. They just kept silent. There were also some students who were not paying attention to the lesson, such as, having some chats with their friends or daydreaming, etc.**

ET read a text as an input; the text was a description of a girl. After reading the text, ET gave them some questions related to the text. Ss were answering the questions in English orally. ET asked them to find the adjectives from the text and then they were required to find the meanings and the antonyms. After that, ET discussed the answers together with the Ss.

ET explained the purpose, the generic structure and the linguistic feature used in a descriptive text. Then, ET gave them uncompleted paragraph for them to complete, they were required to choose which verb was suitable for each number. After that, ET asked whoever wanted to complete the paragraph. **It turned out that the students who were willing to do that were also the ones who always answered ET's questions and the others were just kept silent.**

The next activity was that Ss were asked to group of four then they were required to read the text they have completed in front of the other members of the group. **So it was like reading aloud.**

In the end of the lesson, ET asked the students if they had any questions. ET concluded that day lesson and asked the students to study at home. Finally, ET ended the lesson.

After conducting the observation in the class, the next to do was to get the data by holding an interview and also discussion with the English teacher to get the information regarding the teaching and learning process of speaking to support the identification of the problems. The researcher also interviewed some students of class VIII C to know their weaknesses in learning English, especially speaking and to acquire some suggestions related to the problems of the teaching and learning process of speaking.

During the interview with the English teacher, she said that the biggest problems of the students were that they were too afraid of making mistakes, and also lacked vocabulary mastery so they could not express their ideas in the form of spoken language.

R :*Jadi dari hasil interview, mereka sebagian besar merasa kesulitan saat speaking dan writing. Dan alasannya adalah mereka kebanyakan tidak tahu cara mengucapkan kata-kata dalam bahasa Inggris tersebut dan takut salah ketika berbicara. Mereka juga mengungkapkan bahwa sebenarnya kalau writing masih lebih bisa mereka ikuti karena mereka punya waktu untuk memikirkan apa yang akan mereka tulis, sedangkan untukspeaking, mereka kadang panik karena harus*

langsung berbicara dan terkadang kalau nervous mereka menjadi blank. Jadi saya mengambil kesimpulan sepertinya skill yang menurut mereka paling sulit adalah speaking. Apakah memang begitu keadaanya, Bu?(So, from the interview done to the students, most of them said that the skills that were very difficult were speaking and writing. The reason was that their limited knowledge of how to pronounce words correctly in English and also they were afraid of making mistakes when speaking. They also stated that in writing, they still have time to think of what they should write, but in speaking, they have to speak directly. So, I concluded that the most difficult skill for them is speaking. Is it really the matter, ma'am?)

ET :*Iya, kurang lebih seperti itu, Mbak. Mungkin selain yang Mbak Nita sebutkan tadi, alasan lain adalah karena mereka malu-malu, kurang percaya diri dan takut salah serta kurang vocabulary jadi tidak bisa mengungkapkan apa yang ada di pikiran mereka..*(Yes, It is true. Maybe aside from the reasons you have mentioned, other reasons were that they still hesitate to speak, a little bit shy, not confident, and afraid of making mistakes as they lacked vocabulary mastery so they could not express their ideas freely.)

She also said that video had never been used because of the lack of media, limited preparation time and also it was quite difficult to find appropriate videos of particular topics.

-
- R : *Maka dari itu, saya berencana untuk menggunakan video sebagai media untuk meningkatkan kemampuan speaking siswa, menurut Ibu bagaimana, Bu?* (That is why I am planning on using video as media to improve their speaking skill, what do you think about that, ma'am?)
- ET : *Saya sih setuju mbak, melalui video, kita kan jadi bisa memberi contoh cara pengucapannya dan juga intonasi serta stress nya. Tidak apa-apa mbak, selain itu kan juga menghibur anak-anak karena ada gambarnya juga. Kalau saya jujur memang belum pernah mencoba video karena memang keterbatasan peralatan, waktu, persiapan dan materinya juga.* (I agree with the idea, because through video we can give the appropriate model of speaking with correct pronunciation, intonation and stress. It is good, besides it can entertain them. I actually had not tried it yet before because of lack of media, time preparation and also the materials.)

Interview transcript 9

About the state of their speaking skill level, she stated only some students who were confident to speak.

-
- R : *Lalu menurut Ibu bagaimana kemampuan speaking kelas VIII C ini, Bu?* (What do you think of their speaking skill, ma'am?)
- ET : *Ya seperti yang mbak bisa lihat hanya sekitar lima anak yang sudah percaya diri dan berani menjawab atau bicara di depan yang lainnya. Selebihnya masih sangat takut membuat kesalahan. Mereka kebanyakan hanya asal berbahasa Inggris tanpa memperhatikan aturan dan kaidah seperti grammar, pronunciation, dll.* (As you can see, there were only about five students who were active and brave enough to speak. The others were still afraid of making mistakes. Most of them were just speaking English without paying attention to the grammar, pronunciation, etc.)

Interview transcript 9

In the interviews done with the students of class VIII C SMP Negeri 3 Depok Yogyakarta, most of them said that their difficulties in speaking were mostly about pronunciation.

- R : *Susahnya kenapa, dek?* (What is difficult about speaking?)
- S7 : *Kalo speaking sih soalnya aku suka gatau cara ngomongnya, takut salah terus diketawain. Hehe* (In speaking case, I mostly do not know how to pronounce some words, so I am afraid if I got it wrong, everyone would laugh at me. Hehe.)

Interview transcript 5

Furthermore, the researcher found that the students had some difficulties or problems in mastering speaking.

-
- R : Apa yang menurut Bintang paling susah tentang speaking? (What is the most difficult part about speaking?)
- S1 : *Susah ngapalin kata-kata bahasa Inggris, Miss. Pasti banyak banget yang masih aku belum pernah dengar. Terus, takut juga kalo salah ngomongnya, Miss.* (It is very difficult to memorize words in English. Everytime, I feel like there are so many words that I have never heard before and I am afraid of pronouncing them wrong)

Interview transcript 3

- R : *Kenapa emang speaking susah?* (Why is speaking difficult?)
- S3 : *Soalnya kan kita harus ngomong, terus ngomongnya juga harus dengan grammar yang benar. Kalo aku si takut salah grammar kalimatnya.* (It is because we have to speak directly with correct grammar. I personally was very afraid of making grammatical mistakes)

Interview transcript 5

- R : *Apa yang susah dari speaking?* (In what way is speaking difficult?)
- S5 : *Ya...takut salah ngomong kata-katanya, Miss. Seringnya kan tulisan sama ngucapinnya beda jauh. Jadi takut kalo-kalo salah ngomong. (I am afraid of making wrong pronunciation because the spelling and the pronunciation are often very different.)*

Interview transcript 5

The fact that the teaching and learning process of speaking lacked proper media and appropriate models of English can be seen in the field note below.

After that, **ET asked about the homework she gave in the previous meeting taken from LKS**. Ss discussed the answers lead by the ET

Field Note 03

Based on the preliminary observation and interviews, some existing problems related to the teaching and learning process of speaking were identified. Those field problems are presented in the table below:

Table 5: The Field Problems in the English Teaching and Learning Process at VIII C

Class of SMP Negeri 3 Depok Sleman Yogyakarta

No	Field Problems	Code
1.	The students were shy and had difficulties in expressing their ideas.	S
2.	The students lacked confidence and had low motivation in learning speaking.	S

3.	The time allocation was not appropriate.	TT
4.	The students found difficulties in pronunciation.	S
5.	The students lacked vocabulary mastery.	S
6.	The students had insufficient abilities in grammar and vocabulary mastery.	S
7.	The teaching and learning of speaking was monotonous and boring.	TT
8.	There was a lack of media.	Md
9.	The topics of the material were not quite interesting.	Mt
10.	The teacher did not provide appropriate models to learn the target language.	T

S : *Students* *Md* : *Media* *TT*: *Teaching Technique*
T : *Teacher* *Mt* : *Materials*

Pre-test was also conducted to measure the students' initial speaking skills before implementing the action. The researcher and the collaborator became the raters to score the pre-test, progress test and the post test which conducted in the beginning, in the middle and in the end of the research. This was to check the reliability of both the pre-test and post-test and also to fulfil the democratic validity of the research.

Table 6: The pre-test Mean Score of Each Speaking Aspect

	Fluency		Content			Appearance		Total
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocabula ry	Body Language	Expression	
Mean	5.3	5.2	12.1	11.35	11.7	5	4.8	55.4

**Picture 1:** Pre-Test Activity

This was the scoring rubric that we developed from the speaking assessment rubric proposed by Brown. The researcher got an advice from the English teacher that it needed to be adapted to make it suitable for the condition of the learners and also because the final scores would be used by the teacher as one of their daily tests. So, the English teacher thought that it would be better if the maximum score was 100.

Table 7: The Speaking Scoring Rubric Used to assess their Pre-test, Progress Test
and Post Test

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
score	1-4 (Errors in pronun- ciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1-4 (Not really paying attention to the stress and intonation)	7-11 (There is no orientation , complicati on and resolution)	7-11 (Errors in grammar are frequent, but speaker can be understoo d by a native speaker used to dealing with foreigner)	7-11 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1-4 (Not using any body language)	1-4 (Flat expression)
	5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (The story is already organized into orientation , complicati on and resolution	12-15 (Can usually handle elementar y constructi ons quite accurately but does	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocut	5-7 (Enough body language in particular parts of the story)	5-7 (Already having enough expressions in about 50% of the story)

			but still there are some parts who are missing)	not have through or confident control of the grammar.)	ions.)		
	8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (The story is really organized into orientation , complication and resolution)	16-20 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the story)	8-10 (Good and appropriate expressions in all over the story)

The researcher provided one of the detail explanations about how the researcher and the collaborator scored their performances. So, this is the transcript of performances done by one of the students, named Kamila Amalia.

Kamila's transcript performance of pre-test

Long time ago, in..in.. west java.. eee...there was a beautiful girl named dayang Sumbi. She is married with prince..tumang. e.... married , Indonesia called it nikah siri. And then they had children named sangkuriang... e....before that, prince tumang father know they married and then his father angry and turned prince tumang to the

dog.e..and then they had children named sangkuriang. One day, dayang sumbi need to ask a help get a ...e....ask for a help sangkuriang to. After that sangkuriang and the dog go to the jungle ya? Eemm jungle. And did not get ee...what they want and sangkuriang kill the dog, tumang. After that sangkuriang go to..go home and bring the meat of the dog but sangkuriang said that the meat is not..eh is from hunting. Then dayang sumbi ask to sangkuriang “Sangkuriang, where is tumang?” and sangkuriang explain to his mom that the meat is from the dog, tumang. And his mother was very angry and then memukul kepalanya itu apa mbak? Hit? Hit sangkuriang’s head and then mengusir itu apa mbak? Kick out sangkuriang..sangkuriang. after ten years sangkuriang grow up and very handsome and then sangkuriang go to the village that he was born and then he meet dayang sumbi and have feeling to Dayang sumbi. And then dayang sumbi know that the boy is sangkuriang and then dayang sumbi, ee..dangkuriang angry because dayang sumbi did not love him back and sangkuriang kick the ship until it’s upside down. And it became a mountain Tangkuban perahu.

Table 8: Kamila’s pre-test score

	Fluency		Content			Appearance		Total
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression	
Rater 1	7	5	13	14	12	5	6	62
Rater 2	6	6	12	13	14	5	5	61

From the transcript provided above, it could be seen that in the fluency part, for pronunciation, the researcher and the collaborator gave her 7 and 6. In the scoring rubric, both were in the second category because her speech

was intelligible; it could be understood although there were still many faults she made. In the second column that is about the intonation and stress, we gave her 5 and 6. Both were in the category that can be said that she actually tried hard to pay attention to the intonation and intonation, but still made many mistakes. As can be seen in the transcript, there were many pauses and repetition as the sign of hesitance. In the content part, we gave her scores that belong to the second category. For the generic structure, we gave 13 and 12 because as we can see, even though there were already the orientation, the complication and the resolution, there were some parts that were missing. In this case, Kamila forgot to tell the conditions Dayang Sumbi gave to Sangkuriang. For the grammar, she got 14 and 13, it was clearly seen that she still used simple present tense most of the time. We gave 12 and 14 for her vocabulary because in telling the story, she still found many difficulties in finding what the right words to use, she asked a few times in Bahasa Indonesia about what particular words are called in English. Because of the pressure she got when paying so much attention to the content and pronunciation, it made her did not look relaxed in telling the story, so that we gave her 5 for her body language and 5 and 6 for her expression.

2. Selecting the Field Problems to solve

Based on the observation in the classroom, the researcher found that the teaching and learning process of speaking in class VIII C at the second semester in

the academic year of 2013/2014 seemed to be monotonous and lacked media. The media used by the English teacher were pictures and textbooks and they seemed failed to draw the students' attention.

Besides, the speaking activities could not engage the students to actively learn the target language. Actually, to achieve the goals of the speaking and learning process, the class should be fun, interesting and contextual. Moreover, the use of various media had to be provided to support the process of delivering the lesson.

Considering the time, energy, priority and feasibility of the problems to solve, it was quite impossible to overcome all the problems found in the field. As stated in chapter 1, the researcher only focused on improving the students' speaking skills through the use of video. Therefore, the list of feasible problems to solve was made based in the observation and interviews that had been conducted before. Those problems are formulated as follows:

Table 9: The Feasible Problems to solve in the English Teaching and Learning Process at VIII C Class of SMP Negeri 3 Depok Sleman Yogyakarta

No	Field Problems	Code
1.	The students lacked confidence and had low motivation in learning speaking.	S
2.	The students found difficulties in pronunciation.	S
3.	The students had insufficient abilities in grammar and vocabulary	S

	mastery.	
4.	The teaching and learning of speaking was monotonous and boring.	T, Md
5.	The teacher did not provide appropriate models to learn the target language.	T

S : *Students*

Md : *Media*

T : *Teacher*

TT : *Teaching Techniques*

After selecting the field problems to solve, the researcher and collaborators discussed the possible reasons of why the students' speaking skills were low in order to identify the weaknesses and obstacles in relation to the field problems found. It was important to determine the action which would be implemented to solve the problems.

Table 10: Field Problems to Solve and the Possible Causes in the English Teaching and Learning Process at VIII C Class of SMP Negeri 3 Depok Sleman Yogyakarta

No	Field Problems	Code	Possible Causes
1.	The students lacked confidence and had low motivation in learning speaking.	S	The teacher did not really encourage the students to speak in English. The opportunities to speak were not sufficiently given.
2.	The students found difficulties in pronunciation.	S	The teacher was the only model and source for the students to learn English.
3.	The students had	S	The knowledge given to the students

	insufficient abilities in grammar and vocabulary mastery.		was not complete and the opportunities to use the language were rarely given.
4.	The teaching and learning of speaking was monotonous and boring.	T, Md	The interesting teaching media were insufficiently used during the teaching and learning process.
5.	The teacher did not provide appropriate models to learn the target language.	T	Appropriate materials were hardly provided during the speaking teaching and learning process.

S : *Students*

Md : *Media*

T : *Teacher*

TT : *Teaching Techniques*

3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems to solve and the possible causes mentioned before, in collaboration with the English teacher and the collaborator, the researcher designed some actions to overcome the problems. First, video would be used to support the teaching and learning process and to give the students appropriate models of the target language.

Second, in line with the use of video, some communicative speaking activities such as discussions and story retelling would be applied to make the teaching and learning process more enjoyable and to give the students enough opportunities to speak. To support the main actions mentioned above, the researcher and the collaborators would apply some supportive actions which had to be covered in the

teaching and learning process. They were giving feedback on students' work including pronunciation, vocabulary and grammar, giving guiding questions to help them in remembering the order of the story, and giving handouts of the materials as brief guidelines. The relation between the solvable problems and the actions that would be implemented can be seen as follows.

Table 11: the Feasible Problems to Solve and the Solutions

No	Field Problems to solve	Solutions
1.	The students lacked confidence and had low motivation in learning speaking.	<ul style="list-style-type: none"> a. Using video consisting appropriate models of English as teaching and learning media. b. Applying some communicative speaking activities.
2.	The students found difficulties in pronunciation.	Using video consisting appropriate models of English as teaching and learning media.
3.	The students had insufficient abilities in grammar and vocabulary mastery.	<ul style="list-style-type: none"> a. Using video consisting appropriate models of English as teaching and learning media. b. Explaining the materials and giving them tasks. c. Giving feedback on students' works.
4.	The teaching and learning of speaking was monotonous and boring.	<ul style="list-style-type: none"> a. Using video consisting appropriate models of English as teaching and learning media. b. Applying some communicative speaking activities.

5.	The teacher did not provide appropriate models to learn the target language.	Using classroom English optimally during the teaching and learning process.
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To implement the actions, the researcher and the collaborators did some preparations and plans to make the actions successful. They were:

a. Developing the Research Instruments

The research instruments developed by the researcher were the observation checklists, interview guidelines, speaking tests and speaking scoring rubric. The observation would be conducted during the implementation of the actions and reflection. The interviews were carried out during the planning stage, the implementation of the actions, and the reflection stage. It was aimed to get some input related to the problems faced by the research participants and also their suggestions concerned with the implementation of the actions and the reflections.

Meanwhile, the speaking tests would be used to measure the students' speaking improvements and the speaking scoring rubric would be used to assess and evaluate the students' speaking skills in the pre-test, progress test, post-test and also the speaking practices during the implementation.

b. Selecting the materials

The selection of materials used in the teaching and learning process was based in the Basic Competency and Standard Competency of the junior

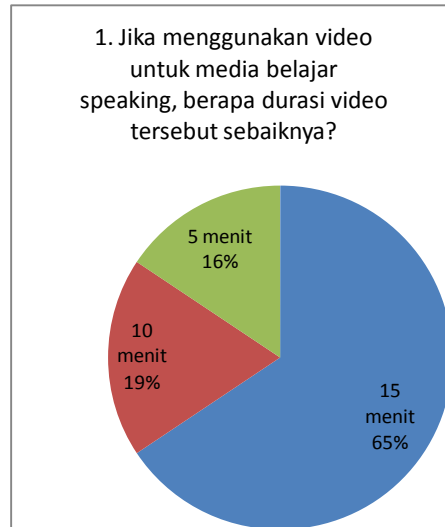
high school students grade VIII in the curriculum. The materials were decided together by the researcher and the English teacher to meet requirements of the curriculum. The materials would cover the practice of spoken language in the form of monologue which should be mastered by the students. The topic that would be given was narrative text.

c. Selecting the teaching media

Video would be used as the main teaching media during the implementation. The selection of the media was based on the consideration that by watching the video, the students would be able to see appropriate models of English and could get adequate input and examples of the target language. They also could learn how to apply the language in real life context. To meet the students' needs, the researcher actually made a questionnaire about what kind of video they prefer to be watch during the lesson. The questionnaire covered five questions.

1. *Jika menggunakan video untuk media belajar speaking, berapa durasi video tersebut sebaiknya?* (How long does the video should be to be used as speaking learning media?)
 - () *15 menit* (15 minutes)
 - () *10 menit* (10 minutes)
 - () *5 menit* (Five minutes)

The result of this question was like this:



65% of the students wished that the video would be about 15 minutes, 19% of them prefer the video with duration 10 minutes and the rest liked it to be five minutes only. In this point, the researcher and the English teacher agreed that it was not quite objective, because 15 minutes was too long to show video, and also if we used video with duration 15 minutes for showing narrative text, it meant the story would be too long and they might be difficult to understand the story.

2. *Jenis video apa yang anda sukai dan anda inginkan untuk meningkatkan kemampuan speaking anda?* (What kind of video you wish you watch to improve your speaking skill?)
- () *kartun* (cartoon)
 - () *film documenter* (documenter film)
 - () *potongan film* (video clips)

The result of this question was like this:



The next question asked about what kind of video they wished they saw in the speaking class, and 65% of the students prefer cartoon. 19% of them wished it to be documenter film and the rest prefer video clips.

3. *Anda lebih memilih narrator perempuan atau narrator laki-laki untuk membacakan cerita di dalam video?* (Which one do you prefer, male narrator or female narrator in the video?)

- () *Perempuan* (Female narrator)
- () *Laki-laki* (Male narrator)
- () *Tidak masalah* (Both are okay)

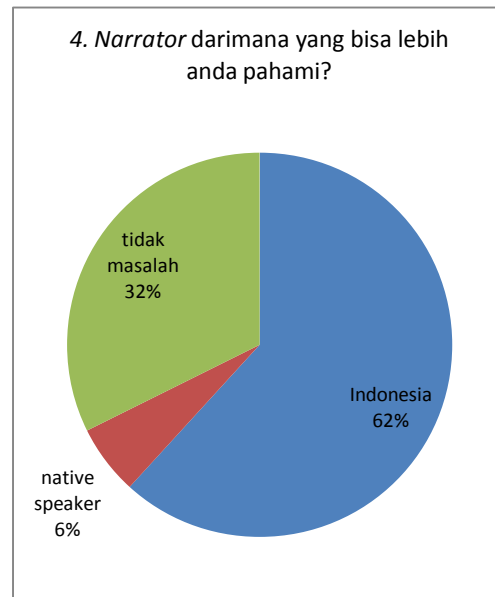
The result of this question was like this:



The third question was about whether they prefer male narrator or female narrator, 38% of the students chose female narrator, 3% of them chose male narrator and the rest thought that they did not find that as a problem, meaning that it was okay for them whether it was male or female narrator.

4. *Narrator darimana yang bisa lebih anda pahami?* (Which narrator do you understand more?)
- () *dari Indonesia* (From Indonesia)
 - () *dari luar negeri langsung* (native speaker)
 - () *tidak masalah* (Both are okay)

The result of this question was like this:

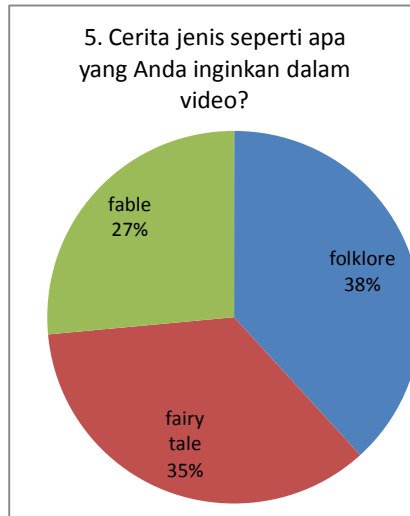


Fourth one asked them whether they prefer native speaker or Indonesian speaker and the result showed they prefer the Indonesia one.

5. *Cerita jenis seperti apa yang anda inginkan dalam video?* (What type of narrative text do you prefer to be in the video?)

- () folklore
- () fairy tale
- () fable

The result of this question was like this:



The last question was about what type of narrative text they wish to be in the video, 38% of the students chose folklore, 35% of them chose fairy tale, and the rest chose fable.

Meanwhile, the other supportive media such as pictures and guiding questions were used to support the teaching and learning process so that the students found it interesting and enjoyable to learn speaking.

d. Deciding the Teaching and Learning Activities

The video watching activities were combined with some communicative speaking activities such as, group discussions, picture

describing, retelling the story, i.e. students were able to communicate in English fluently, accurately and appropriately.

e. Making Course Grid and Lesson Plans

Course grid and lesson plans were made to design the materials and the activities. They were designed by the researcher in collaboration with the English teacher and were revised based on the expert's judgement.

B. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

Considering the feasible problems to solve mentioned before, some efforts to overcome the problems were planned. The plans of actions which would be implemented were expected to achieve the conditions and improvement in some aspects as follows:

Table 12: the Actions and the Expected Improvement to Achieve

No	Actions	Expected Improvement to Achieve
1.	Using videos consisting appropriate models of English as the teaching and learning media	<ul style="list-style-type: none"> - The materials and classroom activities would be varied and would be more interesting - The students were highly motivated in learning the target language - The students had adequate mastery of pronunciation, grammar and

		vocabulary
2.	Applying some communicative speaking activities	<ul style="list-style-type: none"> - The students had higher self-confidence to express their ideas - The students had sufficient opportunity to practice speaking - The students got involved actively in the lesson
3.	Using classroom English optimally during the teaching and learning process	Classroom English were optimally used so that the students could improve their comprehension and were accustomed to listen English
4.	Giving feedback on students' works	The students had adequate mastery of pronunciation, grammar and vocabulary
5.	Giving guiding questions to the students.	The students were given guidance questions to make them easier in speaking because there were some questions that would help them to memorize the order of the story.
6.	Giving handouts of materials	The time allocation could be appropriate so that the students could do some tasks which were important for them in order to absorb the knowledge

The implemented actions focused on improving the students' speaking skills through the use of video. Based on the results of discussion with the English teacher, the researcher acted as the classroom teacher during the implementation. Meanwhile, the action plans which performed in the first cycle were:

1) Using Video as the Teaching Media

As mentioned in the identification of the problems before, videos were used as the main teaching and learning media to improve the students' speaking skills. Videos were employed as the input texts so that the students could get complete information and knowledge.

By watching the videos, they could learn how to use the language in real life. Most of the videos as recorded materials were taken from www.youtube.com. The selection of the videos was based on the consideration between the researcher, the English teacher and the collaborators.

2) Applying Communicative Speaking Activities

Communicative speaking activities were applied in order to give the students opportunities to speak English. Through practicing, they understood the language use in real life contexts. The students could increase their confidence since they had to use English in doing the activities in the classroom. The communicative speaking activities applied in the first cycle were discussions and story retelling.

3) Using Classroom English during the Teaching and Learning Process

The classroom English was used regularly in order to make the students familiar with English words and expression along with the pronunciation. The researcher employed some general function of English in daily classroom activities

to greet the students in the beginning of the lesson, to explain the materials, to give instructions and feedback, to summarize the lesson and to end the lesson.

The students mentioned that they could not understand the explanations because when the teacher spoke in English to explain the materials, she spoke quite fast and there were many vocabularies they had not ever heard before. To overcome this problem, during the implementations in the first cycle, the researcher would provide Indonesian translation in some situations such as explaining the materials and giving the instructions, but it was not always.

In addition, some supportive actions which had to be covered in the teaching and learning process were also applied to make the efforts of improving the students' speaking skills more effective. Those actions were giving feedback on students' works including pronunciation, vocabulary and grammar and giving handouts of materials. Feedback would be given in all meetings in cycle I. The feedback covered fluency, content (generic structure, grammar and vocabulary), and appearance. During the teaching and learning process in the opening, main activity and closing, the feedback was delivered whenever it is needed.

Moreover, during the observation, the researcher found that when the English teacher was explaining the materials, some of the students were taking notes so they could not focus on the teacher's explanation. Therefore, handouts were given as brief guidelines for the students. They could focus more on the teacher's explanation. In addition, the time allocation could be managed properly.

b. Actions and Observations in Cycle I

The actions in the first cycle were carried out in three days of class meeting on 19th March, 5th April and 8th April 2014. The data during Cycle I were collected through observations, interviews and documentations. In this cycle, the researcher shared duties with the collaborators in conducting the teaching and learning process of speaking. While she implemented the actions, the English teacher observed the teaching and learning process at the back of the class and the other collaborator took photographs and videos of the teaching and learning activities in the classroom. The detail description is presented below.

1) The First Meeting of Cycle I

The first meeting of Cycle I was conducted on 19th March 2014. The allocation time was 80 minutes. The lesson was started with a greeting, and a question about who was absent that day. All the 32 were present. After checking their presence, the students were asked about several questions to check their readiness, starting with “Did you study last night?”, “What did you study?”, “Have you ever heard an interesting story? Maybe about a legend of a place, or a fairy tale?” The students tried to answer them in English and explained shortly the story they had heard before. Most of them answered “Roro Jonggrang”, “Malin Kundang”, “Bawang Merah Bawang Putih”, etc. Moving on to the next activity, she took out a picture of snow white and asked them if they have ever heard about the story of snow white. Most of them answered that they were familiar with the title but did not really know

the details of the story. They were asked to speak out what they think when seeing the picture. The students tried to do what the researcher asked. They answered “It is beautiful girl”, “She is kind”, “Her mother is not kind”, etc.

The students were asked to pay attention to the story read to them. The instructions were given in English first, but then they were given the Indonesian translation immediately because most of the students seemed confused. She read the story for the first time, after that the students were asked about "what was the story about?", "who are the characters?", and "what do you think the purpose of the story?". The students tried to answer the questions orally in English. They used their own words even though there were still many pauses and fillers with some grammatical mistakes. The researcher listened to students' answers and then discussed the correct answers and gave them appreciation for answering the questions.

The students were given worksheets and were required to listen again to the story then wrote down the verbs they heard from the story in the table provided. After that, the correct answers were discussed, and the students answered the questions orally by raising their hands first. The students' answers were written in the white board. The words in the white board were pronounced by the students and they were required to repeat after her. They were asked to guess the meanings of the words. They were required to listen again to the story to find the adjectives, then pronouncing again and finding the meanings again.

The researcher explained that they were learning about narrative text, and also explained the definition and the function of narrative text. The types of narrative text

and also the linguistic feature that is used in the narrative text were also explained by relating it with to the task they have done before, such as, when they were required to find the verbs from the story and also what type of verb they were and from that, so from those activities, we can conclude what tense is used in narrative text.

After that, the students were asked several questions to find the details information. The questions were about “who, what, when, where, why and how”, and the questions were given orally and they were required to answer orally too. The activity continued by explaining the generic structure of the text; orientation, complication, resolution. The researcher related it with the text they have heard before by asking the students to mention which part was the orientation, which part was the complication and which one is the resolution.

In the end of the lesson, they were asked if they had any questions. The lesson was concluded and they were asked to study at home. Finally, the lesson was ended.

2) The Second Meeting of Cycle I

The second meeting of Cycle I was conducted on 5th April 2014. In this meeting, the activity was continued by showing the video as an appropriate model for the students. The allocation time was 80 minutes.

The class was started by greeting and checking the presence. The students were all present. After that, the students were given several questions, like “Did you study last night?”, “Who remembers what we have discussed in the last meeting?”, then the students were informed what they would do that day. They tried to answer

the questions and explained as much as they could. Most of the students still remembered what they have learned in the previous meeting. Some students answered “Last week, we studying narrative”, “Listening Snow white story”, etc. They still made a lot of mistakes, but their confidence was going up.

Then, the researcher informed that she would show them a video, and they were required to pay attention to the video. Most of the students showed a great enthusiasm in watching it. They were asked to take a note of some difficult words they heard from the video. They were shown a video about the legend of Tangkuban Perahu. In every class, there was an LCD, so the students did not have to move to another room in order to watch the video. The portable speakers were prepared by the researcher herself. The students watched the video seriously and wrote down some words they thought difficult to pronounce and to understand. After watching the video, they were asked them whether they understand the story or not, what did the story about, who were the characters, etc. Some students answered them orally. The students were asked to write down during the while watching video and writing them down in the white board. They were given some addition words that were not mentioned yet by students. After that, they were expected them to guess the meanings of the words by relating them with the context in the story.

Then, the words were pronounced one by one and the students repeated them. They were drilled by making them pronouncing them three times. After that, they were pointed randomly to pronounce the words individually. They were shown the video again for quite many times, after that they were asked orally some questions

about the detail information; the students also answered them orally by raising their hand first. They answered in English and then the answers were discussed together with all of students. Then, the students were asked to answers some questions in the handout related to the story from the video.

The lesson was continued by asking the students which part was the orientation, the complication and the resolution of the story. They were asked “What can you learn from the story?”, they answered the question and then the lesson was concluded and was told the right answers. Then, they were asked if they had any questions. The lesson was concluded and they were asked to study at home. Finally, the lesson ended.



Picture 2: Video Watching Activity

3) The Third Meeting of Cycle I

The third meeting of Cycle I was conducted on 8th April 2014. The allocation time was 80 minutes. The lesson was started by greeting, praying and checking the presence. At that day, one of the students was absent. After that, the students were reminded about what was discussed in the previous meeting. They were given a paper containing some guiding questions that was useful when retelling the story from the video. They were shown the video twice so that they could answer the questions. After that, the researcher and the students discussed the answers together.

The students were required to work in pairs and to retell the story they heard to their partner using the questions before as guidance. During the pair work, some students were quite uncontrolled. They walked and moved around the class during the activity. Then, three students were pointed to perform in front of the class as models to the others. After that, they were informed that the next meeting would be for the test. The bell rang, the lesson ended.



Picture 3: The students work in pairs

c. Reflection

Having implemented some actions in Cycle I, the researcher and the collaborators conducted a discussion to make some reflection. The reflection was based on the observations and interviews conducted during the first cycle.

In the discussion, the data gained through observation and interviews were analyzed to evaluate the strengths and weaknesses of the actions carried out in the first cycle. It was to fulfil the democratic and the dialogic validity mentioned in chapter III. Everyone could freely express their ideas, opinions and suggestions related to the implemented actions. These reflections were used to plan the actions implemented in cycle II. The results of the reflections could be seen below.

a) Using Videos as teaching Media

To give appropriate models of speaking in English, the researcher used video as the main teaching and learning media. It was given as the input texts so that the students could get as much information as possible about the language use. By watching the video, they could learn how to pronounce some words correctly and the language that is actually used in real context. The following extract shows students' opinion about the use of videos.

R : *Berarti menurut kalian belajar pake video cukup membantu gak?* (Do you think that the videos help you in learning speaking?)

S1 : *Iya, Miss. Lumayan membantu, kita jadi lebih tertarik soalnya penasaran sama ceritanya. Terus juga kita jadi tahu gimana cara ngomongnya, Miss.* (Yes. It was quite helpful; we were more interested

because we were curious about the story in the video. The video also could be used as a model, so we know how to pronounce the words.)

Interview transcript 10

R : *Terus menurut kalian, belajar pake video kesannya gimana?* (What do you think about learning using video?)

S7 : *Asyik kok, Miss. Enak, gak ngantuk.* (It was fun, enjoyable and less boring)

Interview transcript 11

R : *Terus menurut kalian, belajar pake video kesannya gimana?* (What do you think about learning using video?)

S9 : *Enak, Miss. Pake video lebih menarik, jadi gak bosan. Terus juga kita bisa ikut-ikutan cara ngomongnya narratornya. Gak harus cari-cari di kamus terus.* (It was enjoyable. Using videos were more interesting and it made us less boring. We also can imitate the pronunciation of the narrator, so we do not have to always check them in the dictionary.)

Interview transcript 12

Meanwhile, other media such as pictures and guiding questions were also provided to support the teaching and learning process of speaking. These supportive

media were presented to guide them when they practiced speaking. Although the video could provide appropriate models through the speaker's talk and attract the students' interest, there were some weaknesses related to the use of video. The use of video could be quite time-consuming if it was not prepared well before the class started. There might be some possible problems in the process. First, because the classroom was quite large, there were some students in the back of the class who did not hear the audio clearly. Second, the video needs to be repeated quite many times because the students need to answer the questions, so they asked for repetitions.

b) Applying Communicative Speaking Activities

Generally, the speaking activities such as discussions, picture describing and story retelling could improve students' involvement and speaking ability because they had more opportunities to speak in English. Through practicing, they learned how to use language in real life although some of them still were shy and reluctant to speak. Although some of them also still mispronounced certain words and still used wrong intonation and stress patterns; they felt quite happy and interested in participating in the activities. The discussions and pair works increased the interaction between the students. They also could be more confident to speak English since they got feedback from their friends in the discussions.

However, there were some problems occurring during the implementation of communicative speaking activities. The problem was that the researcher could not really control the class, some of the students tended to move and walk around the class. The researcher found a difficulty in controlling and observing the students.

These problems had influenced the time management. The time allocation became inappropriate.

c) Using Classroom English during the Teaching and Learning Process

The classroom English was regularly used to make the students familiar with the English words. It was applied in the opening, main and closing activity. The use of classroom English could effectively improve students' speaking skills. It provided students an opportunity to speak in English during the teaching and learning process.

R started the class by greeting “good morning, everyone”, asking their conditions “how are you today?” and checking the students' attendance “who is absent today?”. At that day, all the students came.

Field Note 5

In some cases, the classroom English was not optimally employed in some parts of the activity such as giving quite complicated instructions. It was because the students found difficulties in understanding what the researcher said.

The handouts given during the implementation effectively helped the students in understanding the materials. The materials had been written in the handouts.

d. Finding of Cycle I

Beside the observations and interviews conducted during the implementation and reflection, the speaking assessments were also carried out to measure the improvements of the students' speaking skills to support the data validity. The

researcher created some indicators of the speaking performance including pronunciation, intonations, stresses, the generic structure, grammar, vocabulary, expression, and body language. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process or in the progress test.

Table 13: The students' mean score of each Aspect in Cycle I

	Fluency		Content			Appearance		Total
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocabula ry	Body Language	Expression	
Mean	6.8	6.8	14.7	14.1	14.9	6.8	7.1	71.3

After reflecting on the implemented actions and scoring the students' speaking performance, the researcher and the collaborator concluded the findings of cycle I. There were some successful actions during the implementations in this cycle. They were:

(1) Successful actions

- (a) The goals of using video as teaching media to provide appropriate models of English for students and to present the real context of communication were successfully achieved.

- (b) Students could understand the materials easily through video watching activity.
 - (c) Students got more opportunities to practice the target language in real situation through the use of classroom English and communicative speaking activities.
 - (d) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
 - (e) Some students could pronounce words and use intonation correctly.
 - (f) Students could speak confidently when they were performing.
- (2) Unsuccessful actions
- (a) The students found difficulties in understanding some parts of the video.
 - (b) The preparation was quite time-consuming.
 - (c) Some students still mispronounced words.
 - (d) Some students still found difficulties in expressing their ideas in the form of spoken language.
 - (e) Some students were still reluctant in speaking English.
 - (f) Some students over-used the guiding questions.
 - (g) Some students still had low grammatical accuracy.

This following table shows the findings of cycle I and the recommendations for Cycle II.

Table 14: the conclusions of the Actions in Cycle I

No	Actions in Cycle I	Reflection in Cycle I	Recommendations for Cycle II
1.	Using videos consisting appropriate models of English as the teaching and learning media	During the video watching activity, there were some students who were still confused because they need to answer some questions related to the story, so they asked for repetition.	The explanation and the activity for while watching video should be well-explained by the researcher. Therefore, the students did not feel confused during the video watching activity.
2.	Applying some communicative speaking activities	The teacher found difficulties in controlling, monitoring and observing the students since they moved around the class and did their own activities during the lesson.	The pair work activity should be changed into group discussions, because it was not a dialogue, so it will be better if they were grouped in four.
3.	Using classroom English optimally during the teaching and learning process	The Indonesian translations were used quite more that it should be. It was because the researcher wanted to make the students understand what the researcher said. It was not really effective to increase their opportunity to speak English.	The amount of Indonesian translations should be decrease or the researcher could explain or paraphrase them using other expressions but still in English, maybe the simpler ones.

4.	Giving feedback on students' works	The feedback given whenever it was needed was effective to help the students to realize their mistakes or errors.	This action should be continued in the next cycle.
5.	Giving guiding questions	The guiding questions were over-used by the students. There were some students who wrote some additional information and brought it when they performed.	The use of guiding questions would be better if it was replaced by series of pictures. The series of pictures could help the students and still made the students thinking about the appropriate language that should be used by relying on the pictures.
6.	Giving handouts of materials	Giving handouts could make the time allocation more appropriate since the teacher did not need to write all the explanation and the tasks on the board.	This action should be continued in the next cycle.

2. Report of Cycle II

a. Planning

According to the reflection conducted in the first cycle, the researcher and the collaborator found that some problems still existed and needed to solve in this cycle.

These problems were presented in this following table.

Table 15: The Existing Problems in Cycle I

No	Problems	Descriptions
1.	Students' pronunciation	Students still mispronounced certain words and used incorrect intonation and stress patterns.
2.	Students' grammar and vocabulary	Students still found difficulties in using correct grammar and choosing proper words to express their ideas.

Based on the interview and discussions with the English teacher, it was decided that the implementation in Cycle II still focused on the same problems found in Cycle I that is improving the students' speaking ability through the use of video. However, the researcher implemented some new and improved actions with the hope that the teaching and learning process of speaking could be more enjoyable. Those actions were designing a clear activity for the while watching, changing the pair works into group discussions, replacing the guiding questions into series of pictures and decreasing the amount of Indonesian translations during the teaching and learning process. The descriptions of some improved actions were presented as follows.

1) Designing a Clear Activity for the while Watching

The researcher would continue the use of video as the main teaching and learning media to give appropriate models of speaking in English and to improve the students' speaking skills. The video was employed as the input texts so that the students could get as much information as possible about the language use through

the native speakers' talk. Most of the videos as recorded materials were taken from www.youtube.com.

According to the reflection in cycle I, the activity for the while watching video was not really organized, so the researcher needed to replay the video many times. So, in this cycle, the researcher would give clear explanation about the activity the students needed to do in the while watching stage. The students had to answer some questions related to the story of the video and took a note of some difficult words. The researcher would also inform them that the video would only be played three times, so they needed to pay attention.

2) Changing the Pair Works into Group Discussions

In the joint construction of the field of Cycle I, the students were required to work in pairs and retold the story. But, based on the recommendation of the English teacher, it would be better if it was changed into group discussions, because it was narrative text. It was not dialogue; there was no conversation between two people, so it would be better to work in groups.

3) Replacing the Guiding Questions into Series of Pictures

In Cycle I, the guiding questions were used to help the students remembering the story. Therefore, they just needed to retell the story by referring to the questions and the answers written there. However, it was not satisfying because the students tended to only rely on the sentences written in the guiding paper. So, there was an idea to replace the guiding questions into series of pictures. Series of picture would

make them easier in constructing the story to speak but still required them to produce their own words and sentences.

4) Using Simpler Classroom English during the Teaching and Learning Process

The classroom English was used regularly in order to make the students familiar with English words and expressions. The researcher would use some general functions of English in daily classroom activities to greet the students in the beginning of the lesson, to explain the materials, to give instructions and feedback, to summarize the lesson and to end the class.

The difference from Cycle I was that the Indonesian translations were minimally used in Cycle II since the students had been familiar with the English words or expressions such as greeting. In explaining the materials and giving instructions, the researcher would choose simpler words, paraphrasing or find the synonyms.

The supplementary actions such as giving feedback and handouts of the materials were still employed in this cycle.

b. Actions and observations

The actions in Cycle II were carried out in three meetings on 14th April 2014, 15th April 2014 and on 21st April 2014. The actions still focused on implementing video as the input text

1) **The First Meeting in Cycle II**

The first meeting of Cycle I was conducted on 14th April 2014. The lesson was started with a greeting, and a question about who was absent that day and giving some questions to check the students' readiness. As planned before, the use of Indonesian translation in giving questions, instructions and explaining the materials would be decreased. The handout for cycle II containing some tasks and the materials were distributed. After that the researcher read a story titled "Keong Mas" and the students were asked to complete the blank sentences in the first task according to the story they had heard. Before the students did the task, they were given chance to ask questions about the main parts of the text, such as, who the characters of the story were and what the main idea of the story was.

The story was read twice. The students filled the blank sentences. After that, they discussed the five blank sentences that had been completed by the students. First, some students were chosen to read their answers in full sentences. Then the right answers were confirmed to all the students.

After that, the text was read once again and the students did the second task about finding the adjectives in the story that was read to them, then they were required to find the antonyms. Then, they discussed the answers together. The researcher pronounced those words one by one followed by the students.

Some questions related to the text about certain information were given, and they were asked to answer them orally. They were asked "What can you learn from the story?", the students answered together, they tried to make a conclusion and gave

the right answers. Then they were asked if they had any questions and something that they did not understand. There was no question from the students at that time. The lesson ended.

2) The Second Meeting of Cycle II

The second meeting was conducted on 14th of April, 2014. The researcher started the class with greeting, and asking who was absent that day and giving some questions to check the students' readiness. The lesson was started with some opening questions. As planned before, the use of classroom English would be maximally implemented. Before playing the video, the researcher explained that during the video watching, the students should pay attention to difficult words in the video and also answer some questions related to the story. The students were informed that the video would be played three times only, so they had to pay attention. After that, the researcher made a note and also motivated the students to guess the difficult words. After that, the words were pronounced and the students repeated after her. They did that many times.

Then they were given the list of questions about Cinderella story from the video and asked the students to answer them. The video was replayed three times. The students answered the questions orally, after that the researcher and the students discussed the answers together.

The materials about passive and active voice were explained to the students and they were given some practice about it. The students were required to remember

the generic structure of the narrative text by asking which part was the orientation, the complication and the resolution. The use of Indonesian translation in explaining the materials and giving them instructions was already minimized. Using simpler language and paraphrasing the sentences was used.

The students were asked “What can you learn from the story?”, they answered it together. The researcher tried to make a conclusion and explained to them the right answers. Then they were asked if they had any questions or things that they did not understand. At the end of the lesson, the researcher concluded that day’s lesson and asked the students to study at home. Finally, the lesson was ended.

3) The Third Meeting of Cycle II

The third meeting of the cycle II was conducted on 21st of April, 2014. The lesson was started with greeting, asking who was absent that day, and giving some questions to check the students’ readiness. The lesson was started with some opening questions. After that, the students were divided into some groups of four. They were explained about what they had to do in groups. They were asked to practice retelling the story to the other students in their groups one by one. The other members of the team were required to give some feedback to the one who just performed.

The students were informed that they could use the questions and pictures that given by the researcher as the guidance. However, in the assessment, the students

were not allowed to bring the series of picture. The other members were asked to give some feedback to the one who just performed.

After all the members of the group performed, the researcher asked them to discuss and choose one of the students as the representative of each group to retell the story in front of the class. Eight representatives from eight groups performed and became model for the other students

In the end of the lesson, the students were asked if they had any questions. After the bell rang, the researcher asked the students to study at home. Finally, the researcher ended the lesson.



Picture 4. The students work in groups of four

c. Reflection

After implementing the action in cycle II, the researcher and the collaborator did a final reflection to evaluate the implemented actions. These reflections were used to fulfill the democratic and the dialogic validity mentioned in the previous chapter.

1) Using Video as the Teaching Media

The videos were effective to improve students' speaking ability. They could get appropriate models of English through video watching activity. They could learn how to use the language in real context. Their pronunciation, grammar accuracy, fluency, vocabulary and comprehension increased. The facts were proven in the following interview transcript.

-
- R : *Emmm...terus menurut kalian video yang Miss Nita tampilkan gimana? Membantu kalian atau tidak? (Emmm....what do you think of using videos to learn speaking? Did it help you?)*
- S3 : *Iya, Miss. Kan enakan kalo ada gambarnya daripada cuma suara doang, Mbak. Kita jadi tau ceritanya lebih cepet, soalnya kebantu gambar. (Yes, it did. It was easier to watch video because there were the moving pictures and not just the audio to listen. It made us easier in understanding the story of the video and my vocabulary mastery also increased.)*
- S2 : *Terus kita jadi tahu harus gimana nyeritainnya, bisa ngikutin narrator di videonya. Hehe. (It also made us know how to retell*

the story, because we can imitate the narrator about how to pronounce the words correctly.)

Interview Transcript 14

In addition, the students felt interested and highly motivated to actively participate in the lesson. According to the students' opinion, the teaching and learning process of speaking were more enjoyable. During video watching activity, they not only looked enthusiastic and gave full attention to the videos but also could understand the materials easily.

-
- | | |
|----------------|---|
| R | : <i>Berarti menyenangkan ya pakai video?</i> (So, was it fun to learn using videos?) |
| S4, S5, S6, S7 | : <i>Iya, Miss.</i> (Yes, it was.) |
| S4 | : <i>Jadi nggak ngantuk dan nggak bosen. Terus karena pengen tahu ceritanya, jadinya merhatiin banget.</i> (It made us not sleepy and less boring. Besides, we also paid so much attention to the story because we were so curious about the story) |

Interview Transcript 15

In the interviews with the English teacher, she mentioned that the students showed a considerable improvement on their speaking skills. They were not only confident to express their ideas, but also had various vocabulary and better pronunciation and grammatical accuracy.

R : *Apakah menurut Ibu kemampuan speaking siswa sudah mengalami peningkatan setelah penelitian ini?* (Do you think that their speaking ability has improved?)

ET : *Di cycle II ini peningkatan sudah terlihat signifikan, Mbak. Sudah terlihat sejak mereka dikelompokkan empat-empat. Lalu waktu maju untuk menceritakan ulang juga mereka berani tanpa membawa teks. Generic structurenya sudah bagus, pronunciation sebagian besar benar, vocab-nya juga bervariasi, intonasi dan stress cukup baik. Overall sudah meningkat, Mbak.* (In cycle II, the improvement was quite significant. It was clearly seen since they were grouped in four. Then, when retelling the story in post test was also quite good, they were able to not bring anything when performing. The generic structure of the text when they were performing was good, the pronunciation was a lot better, the vocabulary has varied and the intonation and stresses were also improved. Overall, it was significantly improved.)

Furthermore, the technical problems related to the video watching activity could also be avoided during cycle II. Therefore, the time management was more well-managed than in the cycle I.

The students also mentioned that the content of the video was interesting. They also could do the task in the while watching activity better.

2) Applying Some Communicative Speaking Activities

Communicative speaking activities were successfully used to improve students' confidence and ability to speak in English. Their opportunities to speak up and to apply the information they got in video watching activity increased.

Working in groups had proven that it had better results. It increased their participation, involvement and interaction with others since there were more members. The feedbacks from the members helped them so much. Moreover, they found the teaching and learning process more exciting.

3) Using Simpler Classroom English during the Teaching and Learning Process

Using classroom English during the teaching and learning process had significantly improved the students' speaking skills. It was effective to provide the students with opportunities to speak in English. The use of simple words, synonyms, nonverbal codes and demonstration successfully helped the students to get the meanings of what the teacher said. They were already familiar with the English

words or terms in certain circumstances so that they could understand the expressions easily without listening to Indonesian translation.

d. Findings of Cycle II

In cycle II, the researcher and the English teacher implemented some improved actions with the hope that the teaching and learning process of speaking could be more enjoyable. In summary, the change results of the actions during the teaching and learning process in cycle I and cycle II can be seen in the table below:

Table 16: The Change Results of Actions

No	Cycle I	Cycle II
1.	The videos used as teaching media provided appropriates models through the speakers' talk and could draw the students' attention. However, the activity during the while watching video was a little bit confusing for the students as the researcher did not give clear instructions about the procedures.	The video was already appropriate. The activity during the while watching video was already clearer as the researcher gave instructions very understandable.
2.	Communicative speaking activities were given to provide the students with adequate opportunities to speak in English. However, the researcher	The pair works were changed into group discussions consist of four members each group. It was because the texts were not a dialogue, so it was better to

	<p>found difficulties in controlling and observing the students because the students moved around the class to do their own activities during the discussions.</p> <p>The students worked in pairs to give feedback to each other during the joint construction of the field.</p>	<p>have more than two students in each group to get more feedbacks.</p>
3.	<p>The students used guiding questions to help them remembering the order of the story. However, it turned out not as expected. Some of the students over-used the guiding questions and wrote the complete story and then performed using them.</p>	<p>The guiding questions were replaced into series of pictures, so the students still had to construct their own sentences in telling the story.</p>
4.	<p>The use of classroom English was combined with Indonesian translations in order to make the students get the meaning easily.</p>	<p>Instead of using Bahasa Indonesia, paraphrasing, demonstrating, using simple words and nonverbal codes such as body language were used to make the students get the meanings.</p>

After reflecting on the implemented actions and scoring the students' speaking performance, the researcher and the collaborator concluded the finding of cycle II. There were some improvements during the implementation in this cycle. They were:

- (a) The goals of using videos as teaching media to provide appropriate models of English for students and to present the real context of communication were successfully achieved.

- (b) Students found the videos interesting and easier to comprehend.
- (c) There were no technical problems during the preparation of the video watching activity so that it was not time-consuming.
- (d) Students could understand the materials easily through video watching activity.
- (e) Students got more sufficient opportunities to practice the target language in a real situation through the use of classroom English and communicative speaking activities.
- (f) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
- (g) Most of the students could pronounce the words correctly.
- (h) The texts they were performed were already organized into a good generic structure of narrative text.
- (i) Students' grammatical accuracy and comprehension improved.
- (j) Students' vocabulary mastery increased.
- (k) Students could speak confidently when they were performing.

Beside the observation and interviews conducted during the implementation and reflection, the speaking assessment were also carried out to measure the improvements of students' speaking skills and to support the data validity and reliability. The researcher created some indicators of the speaking performance including pronunciation, intonation and stress, generic structure, grammar, vocabulary, body language and expression. The following table presents the students'

mean scores on each aspect of speaking after the teaching and learning process in cycle II.

Table 17: The Mean Scores of Students' Performances in the post test

	Fluency		Content			Appearance		Total
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocabula ry	Body Language	Expression	
Mean	7.7	7.8	16.6	15.9	16.7	7.6	7.7	79.9

This transcript below is Kamila's post test transcript:

Once upon a time...once upon a time..There was a girl named Cinderella. She lived with her two stepmother and two stepsister. They treated Cinderella badly. One day, the king invited all of the girl in the kingdom to a ball..to a ball in the castle. The stepmother and stepsister were very excited to went to a ball...emm to the ball. Cinderella wanted to go to..emm wanted to go but her stepsister did not let her go. Suddenly, a fairy godmother came and helped her went to the ball. The fairy god mother did a few magic to her and became...mmm...she became a beautiful princess with a pair of glass slippers. Also, the fairy godmother turned seven pumpkin into eee...horses. But..the magic will be broke at midnight. When she arrived at the castle, the prince asked her to dance and then they fell in love. Eee....they were very happy and keep dancing..keep dancing..until Cinderella forget about the magic time. The midnight bell was...the midnight bell rang and Cinderella runaway from the castle but one of her glass slippers fell but she keep runaway. The prince was... were...was fell in love with her and wanted to find her. So he searched...he searched a girl who fit with the slipper. And then he..he came to Cinderella's house and her stepsisters tried the slipper but it doesn't..it doesn't fit to them.

And then Cinderella tried it and amazingly it fit to her. Finally, the prince and Cinderella...the prince married with Cinderella and they lived in the castle happily ever after.

Table 18: Kamila's post test scores

	Fluency		Content			Appearance		Total
	Pronunciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression	
Tester 1	9	9	18	17	19	8	8	88
Tester 2	9	9	18	17	18	7	8	86

In the post test, it can be seen that Kamila's score was going up. From the transcript provided above, we can see in the table that in the fluency part, for pronunciation, she got 9 from both raters because her errors are quite rare. It was also the same with her intonation and stress; she got almost 70% the words pronounced in the right way. She had less pauses and fillers. In the content part, we can see that she was improved a lot. Her story was already well-organized into orientation, complication and resolution without any part missing. Control of the grammar was quite good, she consistently used simple past tense and was also quite good in structure. Unlike in the pre-test, she was able to speak the language with sufficient vocabulary in the post test. Her body language and expression were also improved along with her knowledge about the content and her confidence.

Considering the limited time and regarding the findings of cycle II that all actions were successful in improving the students' speaking skills and the objective of the research was achieved, the collaborators and the researcher agreed to end this research in this cycle.

C. Discussions

The research aimed at describing how the use of videos could improve the speaking ability of class VIII C students of SMP Negeri 3 Depok. Referring to the research objective, the findings showed that the use of videos improved the students speaking ability in the aspect of pronunciation, grammar, vocabulary, content and comprehension. Canning (2000) states that video provides visual stimuli such as the environment and situation that can lead students to generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. Language found in video could help non-native speakers understand stress patterns. In the interview the students stated that they became more understood the plot of the story because there were the moving images that helped them. The result of the post-test proved that the students performed better than the pre-test.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. Based on the interview done

to the students, it was proven that they like the speaking teaching and learning process using video as they got appropriate models of speaking and got an enjoyable and fun atmosphere.

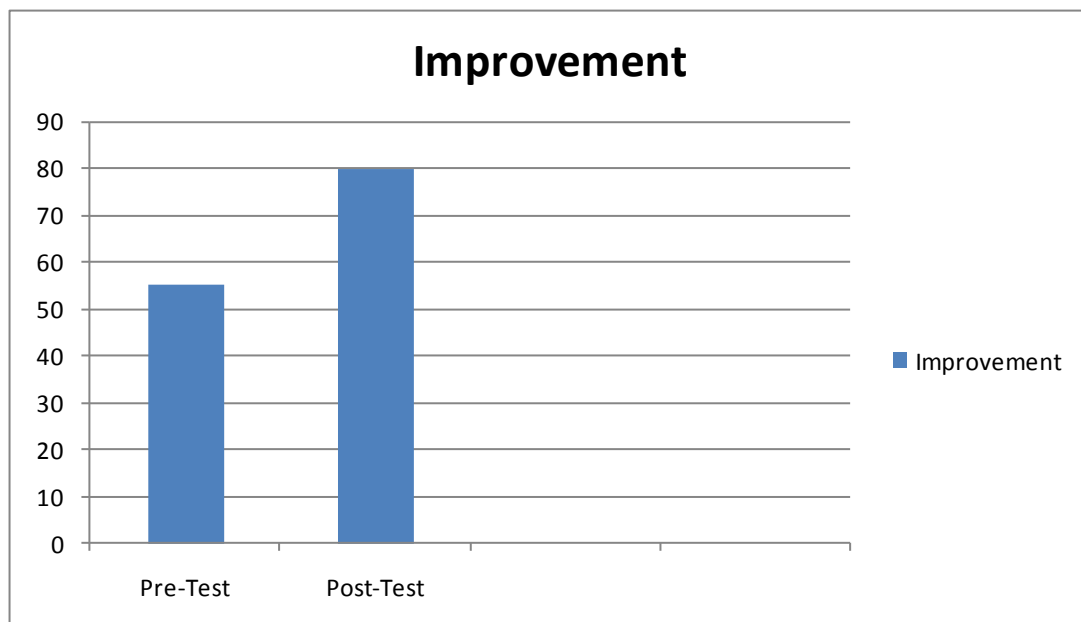
As had been stated before, the implementation of videos and its supplementary actions including applying some communicative speaking tasks, using classroom English during the teaching and learning process, giving feedback on the students' works and giving handouts were successful in improving the students' speaking skills of the class VIII C students of SMP Negeri 3 Depok Sleman Yogyakarta in the academic year 2013/2014. That finding could be inferred from the observation and the interviews with the English teacher and the students during the research.

Before the implementation of the actions, the students' speaking abilities were assessed through pre-test on 15th of March and 17th of March of 2014. The students had to perform individually to tell a story of Tangkuban Perahu. Meanwhile, the post-test was carried out after the implementation of the actions on 22nd of April and 25th of April 2014. The students were asked to perform by retelling the story they watch in the video during the implementation of Cycle II, that was the story of Cinderella. The table below shows the comparison between the pre-test and post-test results in general.

Table 19: the Comparison between the Pre-Test and Post-Test Results

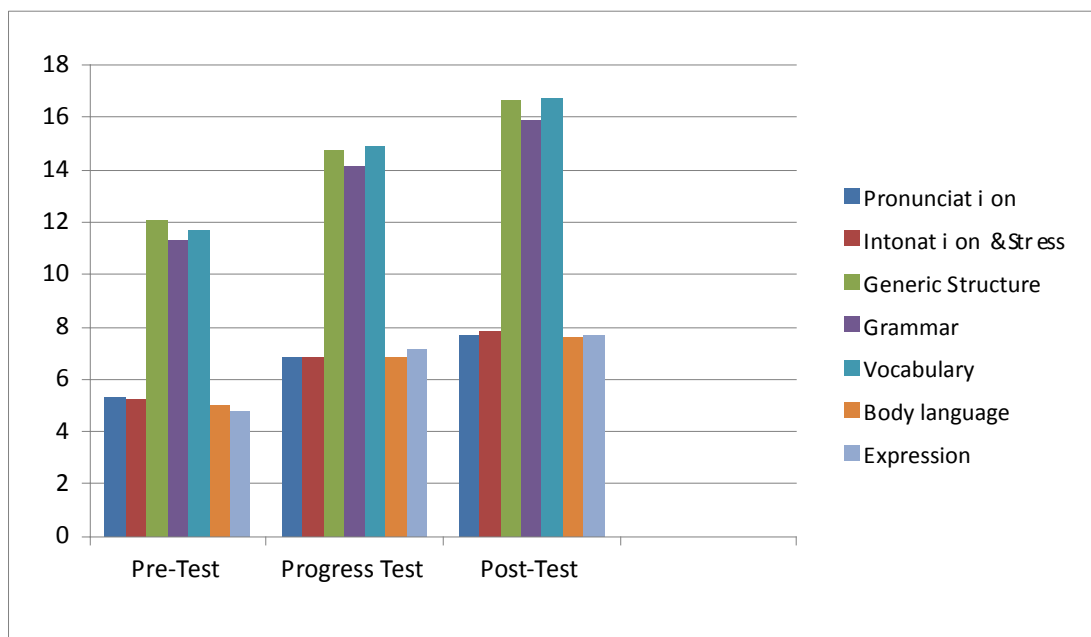
Score	Pre-Test	Post-Test
Mean	55.4	79.9

The table above showed the changes on the students' scores which increased significantly. The students, who just gained 55.4 in the pre-test, were able to increase their score up to 79.9 in the post test. It indicated that they were successful in making considerable improvement. In conclusion, the use of videos was proven to be effective to improve the students' speaking ability. The change between the results of pre-test and post test can be seen in this following chart:

Chart 1: The Comparison between the Results of Pre-Test and Post Test

Meanwhile, the results of students' speaking performance during the implementation were also presented to support the finding that the use of videos could improve the students' speaking ability. The improvement of student's speaking performance during the implementation of the actions can be seen in this following chart.

Chart 2: The Mean Scores of the Students' Performance on the Seven Aspects of Speaking Skills during the Implementation



CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter discusses about the conclusion of the research, implication and suggestion for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows.

A. Conclusions

This research was implemented to the second grade students of SMPN 3 Depok started on March, 2014, during the second semester of the academic year of 2013/2014. This program was successful to improve the speaking skill of the VIII C students at SMPN 3 Depok by using videos. The research was carried out in two cycles was effective in improving the students' pronunciation, intonation and stress, grammatical mastery, vocabulary and confidence. The actions consisted of the use of videos as modeling of the input text combining with the use of communicative speaking activities, such as, discussions, giving feedback and re-telling story.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the tenth grade students at SMPN 3 Depok by using videos in the academic year of 2013/2014. First, the action using video could attract students' attention and motivation in the teaching and learning process. The use of videos also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to

make them more confident. Second, the students could have better understanding about the use of English in real situation since they got appropriate models of speaking English through video. Third, they also had adequate opportunities to practice speaking in order to speak fluently and confidently. The combination of the use of video and the communicative speaking activities, such as discussions, giving feedback to each other and retelling a story were able to make the students speak English. The feedbacks given by the researcher and their team members in groups were able to make them aware of their mistakes and did not repeat them. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases. Some students still mixed the English and Indonesian in the discussion but they followed the activity enthusiastically in the lesson. Therefore, the teaching and learning process became more interactive and communicative. Retelling a story in front of the others was able to build the students' self confidence to speak English. They were excited and also enjoyed doing these activities in front of the class. The students who just gained 55.4 in the pre-test, were able to increase their score up to 79.9 in the post test. It indicated that they made a considerable improvement in some aspect of speaking skills such as pronunciation, grammar, vocabulary and comprehension.

B. Implications

The conclusions have described the use of video that is effective to improve students' speaking skill. The implications of the research are presented as follow.

1. The use of videos can attract the students' attention and motivation in the teaching and learning process. By using videos, the students can listen how to pronounce some words and observe how to express some expressions. Besides, videos help the teacher explain the materials that will be taught clearly without talk too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.
2. Discussions are effective to make the students involved in groups. It also helps them practice their English. Besides, it gives opportunities for the smart students to correct their partner if they make mistakes. Thus, it is effective to improve the students' confidence to speak English.
3. Feedbacks from the teacher or their friends are effective to make them aware of mistakes they made in speaking. After that, the students were more careful not to repeat the same mistakes.
4. The use of handouts, guiding questions, and series of picture are very useful and quite effective to help the students to speak in English. The handouts made the allocation time appropriate because the researcher did not have to write all the materials and the tasks in the whiteboard. the guiding questions already helped them but it was not quite effective to make them produce their own sentences, so it was replaced by series of pictures. The series of picture could make the students produce their own sentences.

5. Retelling a story is effective to improve the students' speaking skill and self confidence. Since the students are asked to perform the role plays in front of the class, they can improve their self confidence and also their speaking skill.

C. Suggestions

Some suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusions and implications of this research. They are presented as follows:

1. For the English teacher

The English teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to make a variation of the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide videos in the teaching and learning process because videos help the teacher deliver the materials easily and keep them interesting.

2. For the School Institution

The school can apply some efforts to improve the quality of the students' speaking skill considering the problems that occur in the school, for example, they provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

3. For Other Researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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APPENDICES

- A. Field Notes**
- B. Interview Guidelines and Transcript**
- C. Course Grid**
- D. Lesson Plans**
- E. Handouts**
- F. Questionnaire**
- G. Observation checklists**
- H. Scoring rubric**
- I. The students' scores**
- J. Attendance List**
- K. Photographs**
- L. Permit Letters**

A. FIELD NOTE

FIELD NOTES

FIELD NOTE 1

Lokasi : Ruang tamu SMPN 3 Depok
 Hari, tanggal : Selasa, 21 Januari 2014
 P : Peneliti
 KS : Kepala Sekolah

P menemui KS di ruang tamu SMPN 3 Depok dengan tujuan untuk meminta izin agar bisa melaksanakan penelitian di SMPN 3 Depok. KS menanggapi dengan baik, karena penelitian P adalah Action Research atau PTK, KS menyarankan untuk meminta bantuan guru bahasa Inggris yang lebih senior sebagai kolaborator dalam penelitian tersebut. KS memberikan izin, arahan dan motivasi demi kelancaran penelitian.

FIELD NOTE 2

Lokasi : Ruang tamu SMPN 3 Depok
 Hari, tanggal : Kamis, 23 Januari 2014
 P : Peneliti
 G : Guru Bahasa Inggris

P menemui G di ruang tamu SMPN 3 Depok dengan membuat janji terlebih dahulu. Tidak perlu berkenalan karena P melaksanakan program KKN/PPL di sekolah tersebut sehingga G sudah mengenal P. P menyampaikan maksud kedatangan, yakni untuk meminta bantuan kepada G untuk menjadi kolaborator dalam penelitian. G menyetujui. Kemudian G memberi tahu materi apa yang harus P ajarkan dalam penelitian sesuai dengan silabus yang telah disusun.

FIELD NOTE 3

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Senin, 28 Januari 2014
 P : Peneliti
 G : Guru Bahasa Inggris

P sudah membuat janji dengan G untuk mengadakan observasi hari itu. Pelajaran Bahasa Inggris di kelas VIII C adalah pada jam ke 2-3 yaitu pukul 07.40-

09.00, setelah upacara bendera. Setelah bel pergantian jam berbunyi, P dan G memasuki kelas. P dan G dan salah satu teman P melakukan observasi untuk mengetahui proses pembelajaran bahasa Inggris dengan rincian sebagai berikut:

1. G mempersilakan P duduk di kursi kosong di belakang siswa agar bisa memperhatikan proses belajar mengajar dengan baik.
2. G menyapa siswa dan memeriksa absensi siswa. Pada hari itu, siswa datang semua.
3. G menanyakan materi apa yang mereka pelajari di pertemuan sebelumnya. Sebagian siswa berusaha menjawab pertanyaan itu dengan bahasa Inggris, grammar yang digunakan masih ala kadarnya, namun maknanya dapat tersampaikan. Mereka mengalami kesulitan dalam mengekspresikan apa yang mereka pikirkan ke dalam bahasa lisan, sehingga tidak jarang mereka kemudian menyelipkan beberapa kata-kata dalam bahasa Indonesia karena tidak tahu bagaimana mengungkapkannya dalam bahasa Inggris.
4. G menanggapi jawaban para siswa dengan baik sehingga tidak menurunkan motivasi mereka untuk berbicara.
5. Kemudian G menanyakan PR yang diberikan pada pertemuan sebelumnya.
6. Siswa mendiskusikan jawaban yang benar dipandu G.
7. G mengutarakan apa yang akan mereka pelajari hari itu. Materi hari tersebut adalah deskriptif teks. G membangun pengetahuan dasar siswa tentang deskriptif teks dengan menanyai mereka beberapa pertanyaan.
8. Beberapa siswa mencoba menjawab pertanyaan G, walaupun dengan vocabulary terbatas serta grammar yang belum tertata, beberapa siswa berani mencoba untuk berbicara.
9. G membacakan sebuah teks deskriptif sederhana sebagai input, berisi teks yang mendeskripsikan seorang gadis.
10. G menanyakan inti dari isi bacaan yang telah dibacakan. Siswa berusaha menjawab pertanyaan secara lisan.
11. Setelah itu, G menyuruh siswa untuk menemukan adjective yang ada dalam teks yang kemudian dicari makna dan lawan katanya.
12. G memandu siswa membahas jawaban dari siswa, sembari menjelaskan purpose, generic structure dan grammar yang digunakan dalam teks deskriptif.
13. G memberikan teks deskriptif rumpang dimana bagian verb nya dikosongkan, dan mereka diharapkan bisa memilih verb mana yang sesuai untuk setiap kalimat dengan cara memilih di dalam kotak yang telah disediakan.
14. Setelah itu, G menanyakan kepada siswa, siapa diantara mereka yang bersedia maju dan membacakan jawabannya di depan.

15. Salah seorang dari siswa maju dan membacakan jawabannya. G dan siswa bersama-sama membahas jawaban.
16. Setelah itu, siswa dibentuk berkelompok masing-masing empat anak. Kemudian mereka membacakan teks yang sudah mereka lengkapi tersebut secara bergiliran dalam kelompok tersebut.
17. G bersama-sama dengan siswa menyimpulkan apa yang telah mereka pelajari hari itu.
18. G memberi PR dan menyuruh siswa untuk belajar di rumah.
19. G menutup pelajaran dengan salam.

FIELD NOTE 4

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Sabtu & Senin, 15 & 17 Maret 2014
 P : Peneliti
 G : Guru Bahasa Inggris

Pada hari itu, P melakukan pre-test dengan tujuan untuk mengetahui kemampuan awal speaking performance siswa sebelum penelitian dilakukan. P masuk kelas ditemani G. P memberitahu siswa bahwa hari itu akan dilakukan pre-test. Prosedurnya adalah P memberitahu bahwa performance yang harus siswa lakukan adalah menceritakan Legenda Tangkuban Perahu sesuai pengetahuan mereka. Siswa melakukan pre-test secara acak, bagi siapa yang sudah siap untuk bercerita, maka dia akan maju ke depan kelas. Penilaian dari pre-test ini dilakukan oleh P dan Collaborator yang kemudian dijumlah dan dibagi dua.

FIELD NOTE 5

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Rabu, 19 Maret 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

P datang ke sekolah pagi-pagi sekitar pukul 08.00. Pelajaran bahasa Inggris di kelas VIII C pada hari itu adalah pada jam ke 3-4, yaitu pukul 08.20-09.55. P mempersiapkan materi yang akan diajarkan, di Ruang tamu SMPN 3 Depok. P menunggu G yang sedang mengajar pada jam itu. Setelah itu, P menemui G di kantor

Guru dan memberikan lesson plan dan course grid yang telah disepakati beserta lembar observasi yang akan digunakan pada saat KBM nanti. Pada pertemuan ini, yang merupakan pertemuan pertama dari cycle 1, P belum akan menggunakan video, video baru akan ditunjukkan pada saat pertemuan kedua. Begitu bel pergantian jam pelajaran berbunyi, P dan G sudah bersiap akan masuk ke kelas, ternyata guru yang mengajar jam sebelumnya belum keluar dari kelas, sehingga P dan G menunggu sebentar di luar kelas. Setelah Guru jam sebelumnya keluar, P dan G masuk ke kelas.

1. P memulai proses KBM dengan memberi salam “Good morning, everyone”, bertanya kabar “How are you today?” dan mengecek kehadiran siswa “Who is absent today?”. Pada hari itu seluruh siswa hadir. Berjumlah 32 siswa.
2. Setelah mengecek kehadiran siswa, P membangun pengetahuan dasar siswa terlebih dahulu dengan cara menanyakan beberapa pertanyaan seperti “Did you study last night?”, “What did you study last night?”, setelah menanggapi jawaban siswa tentang pertanyaan-pertanyaan tersebut, P menanyakan ke hal-hal lain yang sudah menjurus pada materi yang akan diajarkan, seperti; “Have you ever heard a story?”, “Maybe about a legend of a place, etc”.
3. Siswa mencoba menjawab pertanyaan P dan menjelaskan sebisa mereka dalam bahasa Inggris. Mereka menjawab cerita-cerita yang familiar dengan mereka dan pernah mereka dengar, kebanyakan dari mereka menjawab “Roro Jonggrang”, “Malin Kundang”, “Bawang Merah Bawang Putih”.
4. Kemudian P menanyakan pada siswa “Have you ever heard a story about Snow White?”. Kebanyakan dari siswa menjawab mereka sering dengar judulnya tapi tidak mengetahui detail ceritanya. Kemudian P mengeluarkan sebuah gambar snow white dan meminta siswa untuk mengungkapkan apa yang ada di pikiran mereka tentang gambar tersebut.
5. P membacakan cerita Snow White pada siswa, setelah selesai membacakan cerita untuk pertama kalinya, P menanyakan beberapa pertanyaan umum yang jawabannya bisa menunjukkan tingkat pemahaman siswa tentang isi teks, seperti; Who were the characters of the story? What was the story about? What do you think the purpose of the text?. Siswa berani mencoba menjawab pertanyaan-pertanyaan tersebut dengan bahasa Inggris, walaupun terbata-bata dan dengan grammar yang belum begitu tertata.
6. P mendengarkan jawaban siswa, membahas jawaban yang benar dan memberikan motivasi dan pujian atas jawaban siswa.
7. P membagikan kertas berisi tabel, kemudian siswa diminta untuk mendengarkan teks Snow White lagi untuk menuliskan kata kerja (verb) yang ada dalam teks di tabel yang sudah disediakan.

8. Siswa melaksanakan sesuai yang diperintahkan P, P membacakan teks dua kali lagi.
9. Kemudian P meminta siswa untuk mengucapkan dengan keras verb yang mereka dengar dengan cara mengacungkan tangan terlebih dahulu. Beberapa siswa mengacungkan tangannya dan mengucapkan verb yang mereka dengar, kemudian P menuliskannya di papan tulis.
10. P membahas jawaban-jawaban siswa bersama-sama dengan siswa. Setelah itu P mengucapkan kata-kata yang sudah ditulis di papan tulis dan siswa diminta untuk menirukan setelah P, sebanyak 3 kali.
11. P kemudian meminta siswa mendengarkan teks yang dibacakan sekali lagi dan menuliskan kata-kata sifat yang ada dalam teks.
12. P dan siswa membahas jawaban bersama-sama kemudian mengucapkannya lagi. Kali ini setelah mengucapkannya bersama-sama sebanyak tiga kali, P menunjuk beberapa siswa untuk mengucapkan kata-kata tersebut secara individu.
13. Setelah itu, P meminta siswa untuk menebak atau mencari dalam kamus makna kata-kata yang sudah dibahas dan diucapkan sebelumnya.
14. Kemudian setelah membahas, P menjelaskan bahwa hari ini siswa mempelajari tentang teks naratif, kemudian P menjelaskan definisi dan tujuan dari teks naratif. Jenis-jenis teks naratif dan tenses yang digunakan dalam teks naratif dengan cara mengaitkannya dengan latihan yang tadi sudah siswa kerjakan. Misalnya, tentang menuliskan verb 2 yang sudah dikerjakan siswa sebelumnya, bisa dikaitkan dengan language feature apa yang ada di teks naratif, yaitu simple past tense.
15. Setelah itu, menanyakan beberapa soal tentang isi teks yang telah dibacakan tentang “what, who, where, when, why dan how” pada siswa secara lisan, dan mereka menjawabnya juga secara lisan.
16. P melanjutkan dengan menjelaskan bagian-bagian dari teks naratif, yaitu; orientation, complication, resolution. Kemudian P mengaitkan dengan teks yang sudah mereka dengar sebelumnya dan meminta siswa menyebutkan mana bagian dalam teks yang termasuk orientation, complication dan resolution.
17. Siswa menjawab pertanyaan P bersama-sama secara lisan.
18. Kemudian P menanyakan apabila masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti.
19. P menyimpulkan pelajaran hari itu.
20. P meminta siswa untuk belajar di rumah.

21. P menutup pelajaran dengan salam.

FIELD NOTE 6

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Jum'at, 5 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

P datang ke sekolah pagi-pagi sekitar pukul 09.00. Penelitian terpaksa ditunda selama 1 minggu karena kelas IX sedang melaksanakan Ujian Sekolah, sehingga siswa kelas VII dan VIII diliburkan selama satu minggu. Pelajaran bahasa Inggris di kelas VIII C pada hari itu adalah pada jam ke 3-4, yaitu pukul 08.20-09.55. P mempersiapkan materi yang akan diajarkan, di Ruang tamu SMPN 3 Depok. P menunggu G yang sedang mengajar pada jam itu. Setelah itu, P menemui G di kantor Guru dan memberikan lesson plan dan course grid yang telah disepakati beserta lembar observasi yang akan digunakan pada saat KBM nanti. Pada pertemuan ini, yang merupakan pertemuan kedua dari cycle 1, P akan menunjukkan video kepada siswa tentang legenda sangkuriang. Begitu bel pergantian jam pelajaran berbunyi, P dan G bersiap akan masuk ke kelas. Setelah Guru jam pelajaran sebelumnya keluar, P dan G masuk ke kelas.

1. P memulai proses KBM dengan memberi salam, bertanya kabar dan mengecek kehadiran siswa. Pada hari itu seluruh siswa hadir. Berjumlah 32 siswa.
2. Setelah mengecek kehadiran siswa, P memberi pertanyaan-pertanyaan pembukaan untuk memeriksa kesiapan siswa dalam mengikuti pelajaran, seperti "Did you study last night?", "Who remembers what we have discussed in the last meeting?", setelah menanggapi jawaban siswa tentang pertanyaan-pertanyaan tersebut, P menginformasikan apa yang akan dilakukan pada hari itu.
3. Siswa mencoba menjawab pertanyaan P dan menjelaskan sebisa mereka dalam bahasa Inggris. Sebagian besar siswa masih ingat apa yang dipelajari pada pertemuan sebelumnya. Beberapa siswa menjawab "Last week, we studying narrative", "Listening Snow white story", etc. Mereka berusaha menjawab pertanyaan dari P dalam bahasa Inggris meskipun dengan grammar yang masih belum tepat, namun masih bisa dipahami.

4. Kemudian P memberitahu lagi bahwa P akan memutar video dan siswa harus memperhatikan isi video tersebut dengan baik. Sebagian siswa menunjukkan antusiasme mereka untuk menyaksikan video tersebut.
5. P mengingatkan siswa agar memperhatikan video yang akan ditayangkan dan mengingat-ingat kata-kata sulit yang terdapat dalam video.
6. P memutar video tentang legenda gunung Tangkuban Perahu, di setiap kelas ada fasilitas LCD sehingga siswa tidak perlu berpindah ruangan, sedangkan speaker yang digunakan, P membawa sendiri untuk mempermudah dan mempercepat proses persiapan penelitian.
7. Siswa memperhatikan video yang ditayangkan dan mencatat beberapa kata yang belum mereka ketahui pengucapan dan maknanya.
8. Setelah selesai memutar video, P menanyakan pada siswa “Do you understand the story?”, “What is the story about?”, “Who are the characters in the story?”, dan beberapa siswa berusaha menjawab pertanyaan P secara lisan.
9. P menanyakan kata-kata yang mereka anggap sulit dan menuliskannya di papan tulis, P menambahkan beberapa kata yang pengucapannya agak sulit dan yang mungkin agak jarang di dengar siswa. Setelah itu P memancing siswa untuk berfikir dan menebak apa arti dari kata-kata tersebut dengan mengaitkan dengan konteks dalam cerita.
10. Setelah itu, P mengucapkan kata-kata tersebut satu per satu, dan siswa menirukan setelah P secara bersama-sama. P melakukan Drill sekitar 3 kali. Setelah itu P menunjuk beberapa siswa secara acak untuk mengucapkan kata-kata tersebut secara individu.
11. P memutar video sekali lagi, setelah itu P menanyakan secara lisan beberapa pertanyaan yang menanyakan tentang informasi tertentu, siswa menjawab secara lisan dengan cara mengacungkan tangan terlebih dahulu. Siswa menjawab dengan bahasa Inggris, kemudian P mendiskusikan jawabannya bersama para siswa.
12. P melanjutkan dengan menanyakan mana yang termasuk orientation, complication, resolution dari cerita yang ada di video.
13. P menanyakan “What can you learn from the story?”, siswa menjawab secara bersamaan, P mencoba menyimpulkan dan memberi tahu jawaban yang benar.
14. Kemudian P menanyakan apakah masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti. Tidak ada yang ingin ditanyakan oleh siswa pada saat itu.
15. P menyimpulkan pelajaran hari itu.
16. P meminta siswa untuk belajar di rumah.

17. P menutup pelajaran dengan salam.

FIELD NOTE 7

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Selasa, 8 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

P datang ke sekolah pagi-pagi sebelum pukul 07.00 karena pelajaran bahasa Inggris adalah pada jam pertama dan kedua. Pada hari itu P akan melanjutkan penelitian dengan melakukan JCOT dan ICOT. P mempersiapkan materi dan media yang akan digunakan. Setelah itu P menemui dan bersalaman dengan G. setelah bel masuk berbunyi, P masuk ke kelas 8C.

1. P memulai proses KBM dengan memberi salam, memimpin doa kemudian bertanya kabar dan mengecek kehadiran siswa. Pada hari itu satu siswa tidak hadir karena ijin.
2. Setelah mengecek kehadiran siswa, P mengingatkan kembali tentang apa yang diajarkan di pertemuan sebelumnya.
3. P membagikan kertas berisi soal-soal yang nantinya akan digunakan sebagai panduan dalam menceritakan ulang video yang telah diputar.
4. P memutar video dua kali lagi agar siswa dapat menjawab pertanyaan-pertanyaan yang ada.
5. Setelah itu P dan siswa mendiskusikan jawaban-jawaban tersebut bersama-sama.
6. P mengelompokkan siswa agar berpasang-pasangan, kemudian mereka diminta untuk menceritakan kembali cerita dalam video kepada pasangannya menggunakan pertanyaan-pertanyaan tersebut sebagai panduan.
7. Siswa secara bergantian menceritakan kembali cerita dari video menggunakan pertanyaan-pertanyaan dan jawabannya sebagai panduan.
8. Kemudian P menunjuk tiga orang siswa untuk maju dan menceritakan kembali cerita tersebut sebagai contoh bagi siswa lainnya.
9. Setelah itu P melakukan progress test, siswa diminta maju satu per satu dan retelling the story.
10. P dan C menilai performance siswa, sementara G mengawasi di belakang.

11. Bel ganti jam pelajaran berbunyi, pada hari itu baru 10 siswa yang maju, dan akan dilanjutkan pada pertemuan berikutnya.
12. P menutup pelajaran dengan salam dan mengingatkan siswa yang belum maju agar siap di pertemuan yang akan datang.

FIELD NOTE 8

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Jum'at, 11 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

P, G dan C masuk ke kelas setelah istirahat pertama, yaitu pada pukul 09.15. P memberi salam dan mengecek kehadiran siswa. P mengungkapkan bahwa hari ini akan melanjutkan penilaian yang belum selesai pada pertemuan sebelumnya. Setelah test selesai, bel berbunyi. P menutup pelajaran dan keluar kelas.

FIELD NOTE 9

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Senin, 14 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

Pukul 10.15 P dan C sudah tiba di SMP N 3 Depok karena pelajaran Bahasa Inggris pada hari itu adalah pada jam ke 7-8 yaitu sekitar pukul 11.30. P mempersiapkan materi yang akan digunakan dalam KBM pada pertemuan pertama di cycle ke 2 ini, kemudian menyerahkan RPP dan observation checklist pada G dan C.

1. P membuka dengan salam, mengecek kehadiran siswa, dan memberikan beberapa pertanyaan untuk mengecek kesiapan siswa.
2. P membagikan selebar kertas berisi beberapa task.
3. Kemudian P membacakan sebuah cerita yaitu "Keong Mas" dan siswa diminta untuk melengkapi kalimat rumpang yang ada di task 1 sesuai cerita yang didengar. Sebelum itu, P telah menanyakan kepada siswa tentang garis besar isi teks, seperti siapa saja karakter dalam cerita dan apa inti cerita.

4. P membacakan cerita tersebut dua kali. Siswa mengisi kalimat rumpang. Kemudian P membahas lima kalimat rumpang yang sudah mereka lengkapi. Pertama-tama P menunjuk siswa untuk membacakan jawaban mereka dengan membaca seluruh kalimat. Kemudian P mengkonfirmasikannya kepada seluruh siswa apakah jawaban sudah benar.
5. Kemudian P membacakan lagi teks dan siswa mengerjakan task 2, yaitu menemukan kata-kata sifat yang ada dalam cerita yang dibacakan, kemudian mencari lawan katanya. Kemudian P dan siswa mendiskusikan jawabannya.
6. P mengucapkan kata-kata tersebut satu per satu diikuti oleh siswa.
7. P kemudian memberikan beberapa pertanyaan seputar bacaan yang menanyakan informasi-informasi tertentu, dan siswa diminta menjawab secara lisan.
8. P menanyakan “What can you learn from the story?”, siswa menjawab secara bersamaan, P mencoba menyimpulkan dan memberi tahu jawaban yang benar.
9. Kemudian P menanyakan apakah masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti. Tidak ada yang ingin ditanyakan oleh siswa pada saat itu.
10. P menyimpulkan pelajaran hari itu.
11. P meminta siswa untuk belajar di rumah.
12. P menutup pelajaran dengan salam.

FIELD NOTE 10

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Selasa, 15 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

Pada hari itu P dan C sudah tiba di SMPN 3 Depok sebelum pukul 07.00 karena pelajaran Bahasa Inggris adalah pada jam pertama. Setelah bel berbunyi, P, G dan C masuk ke dalam kelas 8C.

1. P membuka dengan salam, mengecek kehadiran siswa, dan memberikan beberapa pertanyaan untuk mengecek kesiapan siswa.
2. P membuka dengan beberapa pertanyaan pembuka.

3. Sebelum memutar video, P menjelaskan bahwa sembari menyaksikan video, siswa diharapkan memperhatikan apabila ada kata-kata sulit yang terdapat dalam video.
4. Setelah itu P mencatat dan memancing siswa agar dapat menebak kata-kata sulit tersebut.
5. Kemudian P memberikan list beberapa pertanyaan tentang cerita Cinderella yang diputar untuk dikerjakan. P memutar kembali cerita sebanyak dua kali.
6. Siswa menjawab pertanyaan secara lisan, setelah itu P dan siswa mendiskusikan jawaban bersama-sama.
7. P menjelaskan tentang passive and active voice kepada siswa dan memberikan sedikit latihan tentang itu.
8. P menanyakan sembari mengingatkan tentang generic structure dari narrative text, seperti; bagian mana yang termasuk orientation, bagian mana yang termasuk complication dan bagian mana yang resolution.
9. P menanyakan “What can you learn from the story?”, siswa menjawab secara bersamaan, P mencoba menyimpulkan dan memberi tahu jawaban yang benar.
10. Kemudian P menanyakan apakah masih ada yang ingin ditanyakan dan masih ada yang belum dimengerti. Tidak ada yang ingin ditanyakan oleh siswa pada saat itu.
11. P menyimpulkan pelajaran hari itu.
12. P meminta siswa untuk belajar di rumah.
13. P menutup pelajaran dengan salam.

FIELD NOTE 11

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Senin, 21 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

P dan C sudah tiba di SMPN 3 Depok sekitar pukul 10.00 karena pelajaran Bahasa Inggris pada dua jam pelajaran terakhir. Setelah bel berbunyi, P, G dan C masuk ke dalam kelas 8C.

1. P membuka dengan salam, mengecek kehadiran siswa, dan memberikan beberapa pertanyaan untuk mengecek kesiapan siswa.

2. P membuka dengan beberapa pertanyaan pembuka.
3. Kemudian P membagi siswa menjadi beberapa kelompok yang masing-masing beranggotakan empat siswa.
4. Setelah itu P menjelaskan apa yang harus mereka lakukan dalam kelompok tersebut, siswa diminta berlatih retelling the story kepada teman-teman dalam kelompok mereka masing-masing satu per satu.
5. P memberitahukan bahwa mereka bisa menggunakan pertanyaan dan gambar-gambar yang sudah P berikan sebagai alat bantu, namun pada saat penilaian, mereka tidak diperbolehkan membawa apapun.
6. Siswa melaksanakan apa yang diinstruksikan oleh P dengan baik.
7. Setelah semua mendapat giliran dalam kelompok, P memeritahkan kepada untuk berembug untuk memilih satu wakil dari tiap-tiap kelompok untuk retelling di depan kelas.
8. 8 wakil dari 8 kelompok maju dan menjadi contoh bagi yang lain.
9. P menanyakan apakah ada yang ingin ditanyakan.
10. Bel ganti pelajaran berbunyi, P meminta siswa untuk berlatih di rumah.
11. P menutup pelajaran berdoa dan salam.

FIELD NOTE 12

Lokasi : Kelas VIII C SMPN 3 Depok
 Hari, tanggal : Selasa dan Jum'at, 22 dan 25 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 C : Collaborator (Salah satu teman P)
 KBM : Kegiatan Belajar Mengajar

P, G dan C masuk kelas pada jam pelajaran pertama pada pukul 07.00 pada hari Selasa. P masuk, memberi salam dan mengecek kehadiran siswa. P mengungkapkan bahwa hari ini adalah akan diadakan penilaian speaking untuk terakhir kalinya seperti yang telah diberitahukan pada pertemuan sebelumnya. Post test ini berlangsung selama 3 X 40 menit dan bertujuan untuk mengetes kemampuan speaking performance setiap anak. Siswa maju satu persatu berdasarkan kesiapan mereka. Hari selasa dua jam pelajaran, dan dilanjutkan pada hari jum'at yaitu hanya satu jam pelajaran. Setelah selesai test, bel berbunyi. P menutup pelajaran dan keluar kelas.

B. INTERVIEW GUIDELINES AND TRANSCRIPTS

INTERVIEW GUIDELINE

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

1. IN THE RECONNAISSANCE PROCESS

a. Interviewee : English teacher

b. Questions:

- 1) Dapatkah ibu menjelaskan bagaimana proses belajar mengajar di kelas yang ibu ampu?
- 2) Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas VIII terutama dalam hal speaking?
- 3) Menurut ibu, kendala apa yg sangat signifikan dalam mengajar speaking?
- 4) Apa yang ibu lakukan untuk mengatasi masalah atau kendala tersebut?
- 5) Media apa yang biasa ibu gunakan untuk mengajar speaking?
- 6) Aktivitas apa yang biasa dilakukan ketika siswa belajar speaking?

a. Interviewee : students

b. Questions :

- 1) Apakah Anda suka pelajaran Bahasa Inggris?
- 2) Jika sulit, menurut Anda, diantara listening, speaking, reading dan writing, manakah yang paling sulit?
- 3) Bagian apakah yang sulit menurut Anda?
- 4) Apa yang anda lakukan untuk mengatasi kesulitan tersebut?

- 5) Media apa yang biasa digunakan ibu guru ketika mengajar speaking?

2. DURING THE IMPLEMENTATION OF THE ACTION

Cycle 1

a. Interviewee : English teacher

b. Questions :

- 1) Bagaimana penilaian ibu terhadap kemampuan berbicara siswa di cycle I?
- 2) Apakah media yang dipakai efektif?
- 3) Apa saja kekurangan di cycle I yang menurut pengamatan ibu perlu dikembangkan?
- 4) Menurut ibu, kemajuan apa yang dicapai siswa dalam cycle ini?
- 5) Apa saran Ibu untuk cycle berikutnya?

a. Interviewee : students

b. Questions

- 1) Bagaimana pendapat adik mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah adik menyukai belajar bahasa Inggris terutama speaking dengan menonton video? Mengapa?
- 3) Apakah dengan menonton video membantu kamu dalam belajar speaking? Mengapa?
- 4) Apa kesulitan selama belajar speaking?
- 5) Bagaimana dengan materi yang diajarkan?

Cycle 2

a. Interviewee : English teacher

b. Questions

- 1) Bagaimana penilaian ibu terhadap kemampuan berbicara siswa di cycle 2 ini?
- 2) Apa saja kekurangan yang ada di cycle ini?
- 3) Apa saja kelebihan di cycle ini?
- 4) Menurut ibu, kemajuan apa yang dicapai dalam cycle ini?
- 5) Apa saran ibu untuk kegiatan semacam ini?

a. Interviewee : students

b. Questions

- 1) Bagaimana pendapat adik mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah adik menyukai belajar bahasa Inggris terutama speaking dengan menonton video? Mengapa?
- 3) Apakah dengan menonton video membantu kamu dalam belajar speaking? Mengapa?
- 4) Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama speaking dengan menonton video?
- 5) Kesan apa yang kamu dapat dari kegiatan ini?

INTERVIEW TRANSCRIPTS

Hari, tanggal : Selasa, 21 Januari 2014
 Tempat : Ruang Tamu SMPN 3 Depok
 KS : Kepala Sekolah
 P : Peneliti

P menemui KS di ruang tamu SMPN 3 Depok, yaitu di dekat ruang Tata Usaha dan pintu masuk.

Interview 1

P : “Selamat siang, Pak. Maaf, kira-kira saya mengganggu tidak ini, Pak? Mau matur sebentar, Pak.”

KS : “Selamat siang, mbak. Tidak apa-apa, mbak. Silakan saja.”

P : “Baik, Pak. Sebelumnya perkenalkan nama saya Anita Nur Masyi’ah, mahasiswa UNY semester 8 jurusan Pendidikan Bahasa Inggris, Pak. Tahun ajaran kemarin saya KKN/PPL disini, sebelum Bapak pindah kesini. Dan maksud kedatangan saya adalah untuk meminta izin kepada Bapak untuk mengadakan penelitian skripsi di SMPN 3 Depok ini, Pak.”

KS : “Ya, ya..jurusan apa tadi mbak?”

P : “Pendidikan Bahasa Inggris, Pak”

KS : “Begini mbak, saya si silakan saja mbak, ini mau pakai kelas berapa ya?”

P : “Kelas VIII C, Pak. Yang diampu Bu Diah.”

KS : “Iya, silakan saja, mbak. Tapi sudah diskusi dengan Bu Diah kan ya?”

P : “Sudah, Pak. Beliau mengizinkan saya apabila saya sudah mendapat izin dari Bapak.”

KS : “Penelitiannya tentang apa, mbak?”

P : “PTK, Pak. Intinya tentang upaya peningkatan kemampuan salah satu skill siswa melalui penggunaan media tertentu, Pak.”

KS : “Ya kalau sudah diskusi dengan Bu Diah, dan beliau tidak keberatan, silakan saja, mbak. Disiapkan perangkatnya dan keperluan-keperluan lain. Semoga lancar dan cepat lulus ya, mbak.”

P : “Iya, Pak. Terimakasih banyak. Kalau begitu saya mohon pamit, Pak. Sekali lagi terimakasih.”

KS : “Iya, mbak. Sama-sama, hati-hati di jalan.”

Hari, tanggal : Sabtu, 25 Januari 2014
 Tempat : Ruang tamu SMPN 3 Depok
 G : Guru Bahasa Inggris
 P : Peneliti

P menemui G di ruang guru SMPN 3 Depok.

Interview 2

P : “Selamat pagi, Bu Diah.”
 G : “Pagi, Mbak Nita.”
 P : “Maaf mengganggu, Bu. Sedang sibuk tidak, Bu?”
 G : “Tidak, Mbak. Santai saja. Gimana? Jadi penelitian disini, Mbak?”
 P : “Iya, Bu. Insya Allah jadi. Saya juga sudah matur pada Pak Kepala dan beliau sudah mengijinkan asal Ibu sudah berkenan.”
 G : “Nah kalau sudah dapat izin kan sudah tenang, lalu langkah berikutnya apa, Mbak?”
 P : “Ya, Bu. Jadi rencananya saya masih akan melakukan observasi lagi di kelas VIII C, Bu.”
 G : “Mau observasi lagi, Mbak? Kan kemarin sudah ngajar selama PPL, hehe”
 P : “Iya, Bu. Untuk memastikan dan biar lebih mantap saja, Bu dalam melakukan needs’ analysis.”
 G : “Ya, oke saja kalau mau begitu. Mungkin bisa dilakukan pada hari Senin besok Mbak, pada jam kedua dan ketiga setelah upacara.”
 P : “Baik, Bu. Insya Allah saya akan datang lagi Senin, Bu. Oya, Bu sekalian saya mau minta tolong untuk menjadi collaborator dalam penelitian saya ini, Bu.”
 G : “Oya, Mbak. Selama saya ada di sekolah, saya siap membantu.”
 P : “Baik, Bu. Terimakasih banyak sebelumnya, Bu.”
 G : “Sama-sama, Mbak.”
 P : “Kalau begitu saya pamit dulu, Bu. Selamat Pagi, Bu.”
 G : “Iya Mbak, hati-hati.”

Hari, tanggal : Senin, 28 Januari 2014
 Tempat : Kelas VIII C dan halaman depan kelas VIII C
 P : Peneliti
 S1 : Bintang
 S2 : Dhimas

S3 : Kamila
 S4 : Naafi
 S5 : Rahma
 S6 : Rizkia
 S7 : Neti
 S8 : Hanif
 S9 : Anom
 S10 : Anisa

Pada saat istirahat pertama sekitar pukul 09.00, setelah P melakukan observasi, P mencoba untuk berbicara pada beberapa siswa kelas VIII C.

Interview 3

P : “Bintang, kok gak jajan?”
 S1 : “Enggak Miss, belum laper. Kapan ngajar kita lagi, Miss?”
 P : “Bentar lagi ngajar kalian kok, mungkin bulan depan. Diajar Bu Diah kan udah enak banget.”
 S1 : “Iya si, Miss. Bu Diah jelas ngejelasinnya.”
 P : “Miss Nita Tanya-tanya dikit gakpapa kan?”
 S1 : “Iya, gakpapa, Miss.”
 P : “Suka pelajaran Bahasa Inggris nggak?”
 S1 : “Hehe..biasa aja, Miss. Soalnya agak susah sih.”
 P : “Susah gimana? Apa yang menurut Bintang paling susah?”
 S1 : “Susah ngapalin kata-kata bahasa Inggris, Miss. Pasti banyak banget yang masih aku belum pernah dengar. Terus, takut juga kalo salah ngomongnya, Miss. Oiya, writing juga susah ding. Hehe. ”
 P : “Terus kalo Miss Diah njelasin pake bahasa Inggris, kamu ngerti nggak?”
 S1 : “Ngerti sih Miss. Cuma kalo disuruh ngomong sendiri baru bingung. Hehe.”
 P : “Okedeh..makasih ya Bintang.”
 S1 : “Sama-sama, Miss.”

Interview 4

P : “Dhimas lagi ngapain? Kok gak ke kantin?”
 S2 : “Lagi capek main-main, Miss.”
 P : “Lagi capek ya? Kalo Miss Nita tanya-tanyain dikit gakpapa tapi kan?”
 S2 : “Gakpapa, Miss. Buat ngomong doang sih kuat, hehe.”
 P : “Oke deh kalau begitu. Dhimas suka bahasa Inggris gak, dek?”

- S2 : “Suka, Miss. Apalagi kalo materinya tentang cerita-cerita.”
 P : “O..dhimas suka cerita apa emang?”
 S2 : “Apa aja, Miss. Yang cuma imajinasi-imajinasi gitu juga suka.”
 P : “O..kayak cerita-cerita hewan gitu suka ya berarti?”
 S2 : “Iya, Miss. Yang kayak gitu suka banget.”
 P : “Kalo diantara listening, reading, speaking, writing, menurut dhimas yang paling susah yang mana?”
 S2 : “Yang paling susah itu speaking sama writing, Miss. Eh..speaking ding, soalnya kalo writing kadang suka buat PR, jadi mikirnya bisa lama. Kalo speaking, pas itu juga harus ngomong, Miss. Suka bingung gimana ngomong bahasa Inggrisnya.”
 P : “O..gitu. Tapi kalo Miss Diah njelasin di kelas, paham kan?”
 S2 : “Kalo ndengerin sih kebanyakan paham, Miss. Tapi kalo ngomong kadang bingung apa yang mau diomongin.”
 P : “Oke oke. Dhimas makasih yaa..”
 S2 : “Iya, Miss.”

Interview 5

- P : “Halo halo, jajannya banyak banget ini? Miss Nita minta boleh? Hehe.”
 S6 : “Soalnya buat berempat, Miss. Hehe. Iya, makan aja, Miss.”
 P : “Hehe..bercanda. Miss Nita masih kenyang kok. Eh ngganggu dikit boleh gak? Mau interview ni.”
 S4 : “Hehe..gakpapa, Miss. Biar kayak artis, diinterview.”
 P : “Hehe..oke deh. Pertanyaan pertama, kalian suka pelajaran bahasa Inggris gak?”
 S3 & S5 : “Suka, Miss. Cuma tambah kesini tambah susah.”
 S4 & S6 : “Biasa aja, Miss. Hehe.”
 P : “Kenapa biasa aja?”
 S4 : “Kebanyakan gak ngerti sih, Miss, kata-katanya.”
 P : “Kalo Kamila sama Rahma, apanya yang tambah kesini tambah susah?”
 S5 : “Tambah banyak materinya, aturan-aturannya juga. Hehe.”
 P : “O...gitu, jadi menurut kalian dari listening, reading, speaking sama writing, yang kalian rasa sulit yang mana?”
 S3, S4, S5, S6 : “Speaking.”
 S5 : “Sama writing juga, Miss.”

- P : “Bisa kompak gitu ya?”
- S6 : “Hehe..iya, Miss. Kita emang kompak. Hehe.”
- P : “Kenapa emang speaking susah?”
- S3 : “Soalnya kan kita harus ngomong, terus ngomongnya juga harus dengan grammar yang benar. Kalo aku si takut salah grammar kalimatnya.”
- S5 : “Kalo Mila kan udah sering lomba speech, Miss. Jadi dia udah bisa mikirin grammar. Hehe. Kalo aku sih masih bingung kata-katanya, Miss.”
- P : “Kata-katanya? Maksudnya gimana?”
- S5 : “Ya...takut salah ngomong kata-katanya, Miss. Seringnya kan tulisan sama ngucapinnya beda jauh. Jadi takut kalo-kalo salah ngomong.”
- S4 & S6 : “Iya, iya Miss. Takut salah ngomong.”
- P : “Oke oke, trus kalo Bu Diah ngajar di kelas pake Bahasa Inggris, paham gak?”
- S3, S4, S5, S6 : “Paham sih, Miss.”
- S4 : “Kan soalnya kalo ndengerin doang, biasanya ada kata-kata yang kita tahu di tengah-tengahnya, trus jadinya kita bisa mengira-ira maksud Bu Diah apa. Hehe.”
- P : “O..gitu. Oke deh. Makasih ya dek.”
- S3, S4, S5, S6 : “Sama-sama, Miss.”

Interview 5

- P : “Pagi, Neti.”
- S7 : “Pagi, Miss. Kok lama gak keliatan sih, Miss? KKN lagi dong.”
- P : “Hehe..besok kan ada Mbak sama Mas KKN lagi tahun ini dek.”
- S7 : “Iya kah, Miss?”
- P : “Iya dong. Eh Miss Nita tanya-tanya dikit gakpapa ya?”
- S7 : “Boleh sih Miss. Gak masuk nilai kan?”
- P : “Hehe..ya enggak dong, dek. Miss Nita cuma pengen tahu aja kok. Neti suka pelajaran Bahasa Inggris gak?”
- S7 : “Ehm...gimana ya, biasa aja, Miss.”
- P : “Biasa aja? Emang kenapa, dek?”
- S7 : “Ya..gitu, Miss. Soalnya gitu-gitu aja sih pelajarannya, kurang asyik, terus susah lagi, jadi gak begitu suka.”
- P : “O...gitu, pelajarannya gitu-gitu aja gimana emang, dek?”

- S7 : “Ya kan ntar dibacain teks/suruh baca terus disuruh latihan. Kurang hiburan sebenarnya, Miss. Coba kalo ada games, atau apa gitu biar asyik. Hehe. Banyak maunya ya, Miss?”
- P : “Hehe..ya gakpapa. Trus Neti paling ngrasa susah kalo listening atau reading atau speaking atau writing?”
- S7 : “Ehm....listening mendingan soalnya kita cuma ndengerin terus njawab pertanyaan, reading agak gampang soalnya teks nya kit abaca langsung, yang susah sih speaking sama writing, Miss.”
- P : “Susahnya kenapa, dek?”
- S7 : “Kalo speaking sih soalnya aku suka gaktau cara ngomongnya, takut salah terus diketawain. Hehe. Kalo writing takut grammar-nya yang salah, Miss.”
- P : “O..gitu. oke oke, makasih ya Neti.”

Interview 6

- P : “Hanif, Anom, Miss Nita tanya-tanya dikit ya? Gakpapa kan?”
- S8 & S9 : “Gakpapa, Miss.”
- S8 : “Tapi jangan susah-susah ya, Miss.”
- P : “Hehe..gak dong, gampang kok. Kalian suka pelajaran Bahasa Inggris gak?”
- S9 : “Sebenarnya suka si, mbayangin kalo bisa lancar bahasa Inggrisnya pasti asyik. Tapi susah, Miss.”
- S8 : “Iya, Miss. Susah. Hehe.”
- P : “O...gitu. Yang paling susah apa? Listening, reading, speaking atau writing?”
- S8 & S9 : “Speaking.”
- P : “Kompak ya?”
- S8 & S9 : “Haha..harus dong, Miss.”
- P : “Kenapa susah tu?”
- S8 : “Ya..kalo menurutku banyak banget kata-kata baru yang aku belum ngerti artinya sama cara ngomongnya, Miss. Kalo disuruh langsung ngomong gitu kan jadi takut. Kalo-kalo salahnya parah. Hehe.”
- S9 : “Iya, Miss. Writing juga susah sih, Miss. Tapi karena bisa sambil mikir agak lama jadi mending, kalo speaking kan harus langsung ngomong.”
- P : “O..oke oke. Belajar terus ya. Biar pintar. Makasih yaa”
- S8 & S9 : “Sip, Miss. Sama-sama.”

Interview 7

- P : “Pagi, dek. Udah selesai makannya? Miss Nita tanya-tanya dikit boleh gak?”
- S10 : “Boleh dong, Miss. Udah selesai kok makannya.”
- P : “Oke.. Anisa suka pelajaran Bahasa Inggris gak?”
- S10 : “Gimana ya, Miss. Suka sih, tapi susah. Hehe.”
- P : “Susah? Yang paling susah apa diantara listening, reading, speaking sama writing?”
- S10 : “Sebenarnya si yang susah itu speaking sama writing. Tapi yang paling susah ya speaking, Miss.
- P : “Kenapa ya kira-kira menurut kamu kok susah?”
- S10 : “Soalnya to, Miss. Kita mesti dan harus ngomong, sementara kita bingung gimana ngomongnya dan seringnya takut salah ngomong.”
- P : “O..gitu ya? Oke deh, makasih ya, Nisa.”

Hari, tanggal : Jum’at, 7 Februari 2014

Tempat : Ruang tamu SMPN 3 Depok

G : Guru Bahasa Inggris

P : Peneliti

P melakukan wawancara dengan G mengenai proses dan permasalahan yang terjadi di kelas VIII C, dengan membuat janji terlebih dahulu.

Interview 9

- P : “Selamat pagi. Apa kabar, Bu?”
- G : “Selamat pagi, mbak. Gimana mbak? Kemarin sudah interview?”
- P : “Iya, sudah, Bu. Dan sepertinya sesuai dengan pengamatan saya waktu PPL, skill yang mereka anggap paling sulit adalah speaking, Bu.”
- G : “Ya memang begitu mbak, tantangan mengajar Bahasa Inggris, bahasa asing yang mereka sama sekali tidak familiar.”
- P : “Iya Bu, mereka sebenarnya ada keinginan untuk bisa, tapi mereka sudah berpikiran kalau bahasa Inggris itu sulit sekali, jadi mereka seperti sudah tersugesti. Lalu menurut Ibu bagaimana kemampuan speaking kelas VIII C ini, Bu?”
- G : “Ya seperti yang mbak bisa lihat hanya sekitar lima anak yang sudah percaya diri dan berani menjawab atau bicara di depan yang lainnya. Selebihnya masih

sangat takut membuat kesalahan. Mereka kebanyakan hanya asal berbahasa Inggris tanpa memperhatikan aturan dan kaidah seperti grammar, pronunciation, dll.”

P : “Iya, Bu. Jadi dari hasil interview, mereka sebagian besar merasa kesulitan saat speaking dan writing. Dan alasannya adalah mereka kebanyakan tidak tahu cara mengucapkan kata-kata dalam bahasa Inggris tersebut dan takut salah ketika berbicara. Sedangkan untuk writing, mereka kebanyakan susah mendapatkan ide-ide untuk bahan menulis. Mereka juga mengungkapkan bahwa sebenarnya kalau writing masih lebih bisa mereka ikuti karena mereka punya waktu untuk memikirkan apa yang akan mereka tulis, sedangkan untuk speaking, mereka kadang panik karena harus langsung berbicara dan terkadang kalau nervous mereka menjadi blank. Jadi saya mengambil kesimpulan sepertinya skill yang menurut mereka paling sulit adalah speaking. Apakah memang begitu keadaanya, Bu?”

G : “Iya, kurang lebih seperti itu, Mbak. Mungkin selain yang Mbak Nita sebutkan tadi, alasan lain adalah karena mereka malu-malu, kurang percaya diri dan takut salah serta kurang vocabulary jadi tidak bisa mengungkapkan apa yang ada di pikiran mereka. Memang kalau mengajar speaking, kita butuh memberi contoh kepada mereka dan juga drill, agar mereka banyak berlatih.”

P : “Iya, Bu. Maka dari itu, saya berencana untuk menggunakan video sebagai media untuk meningkatkan kemampuan speaking siswa, menurut Ibu bagaimana, Bu?”

G : “Saya sih setuju mbak, melalui video, kita kan jadi bisa memberi contoh cara pengucapannya dan juga intonasi serta stress nya. Tidak apa-apa mbak, selain itu kan juga menghibur anak-anak karena ada gambarnya juga. Kalau saya jujur memang belum pernah mencoba video karena memang keterbatasan peralatan, waktu, persiapan dan materinya juga”

P : “Baiklah kalau begitu, Bu. Terima kasih banyak dan maaf sudah mengganggu Ibu.”

G : “Gak papa Mbak. Santai saja.”

P : “Ya kalau begitu, saya mohon pamit, Bu. Besok-besok saya mungkin akan banyak ngerepoti Ibu lagi untuk konsultasi RPP dan lain-lain. Hehe.”

G : “Oh iya, Mbak. Anytime. Selama saya bisa.”

P : “Terima kasih banyak, Bu. Saya pamit dulu, Bu.”

G : “Iya, Mbak.”

Hari, tanggal : Jum'at, 11 April 2014
 Tempat : Kelas VIII C
 P : Peneliti
 S1 : Nafi
 S2 : Tantri
 S3 : Neti
 S4 : Rita
 S5 : Hanif
 S6 : Bintang
 S7 : Dhimas
 S8 : Kamila
 S9 : Risa
 S10 : Rahma

P melakukan wawancara dengan siswa-siswa kelas VIII C mengenai proses pembelajaran bahasa Inggris pada cycle 1.

Interview 10

P : "Nafi, Tantri, Neti, Rita, Mbak ganggu sebentar boleh ya? Mau tanya-tanya, sambil makan gakpapa kok."
 S1, S2, S3, S4 : "Iya, Mbak. Gakpapa kok."
 P : "Mau tanya ni, gimana pelajaran bahasa Inggris yang Miss Nita ajarkan sejauh ini? Materinya mudah dipahami atau tidak?"
 S2 : "Enak si mbak, pake video asyik. Materinya juga enak, aku suka cerita-cerita gitu mbak."
 P : "Alhamdulillah deh kalo suka, hehe. Berarti menurut kalian belajar pake video cukup membantu gak?"
 S1 : "Iya, Miss. Lumayan membantu, kita jadi lebih tertarik soalnya penasaran sama ceritanya. Terus juga kita jadi tahu gimana cara ngomongnya, Miss."
 P : "Kalo ngajarnya, menurut kamu Miss Nita jelas gak njelasinnya?"
 S3 : "Jelas, Miss. Kita jadi tau bagian-bagiannya, trus grammar yang dipake, trus sante, Miss. Gak tegang."
 P : "Kalian merasa dapat banyak kesempatan untuk berbicara atau tidak pas pelajaran? Berlatih ngomongnya."
 S4 : "Banyak kok, Miss. Pas jawab-jawab pertanyaan, trus pas dikelompok-kelompokin."

P : “Oke deh..makasih ya semua. Dilanjut makannya, hehe.”
 S3, S4 : “Hehe..iya, Miss.”

Interview 11

P : “Hei..Miss Nita tanya-tanya dikit boleh ya?”
 S5, S6,S7 : “Oke, Miss. Tanya apaan, Miss?”
 P : “Oke deh, gimana pelajaran bahasa Inggris yang Miss Nita ajarkan sejauh ini? Materinya mudah dipahami atau tidak?”
 S6 : “Bisa dipahami banget lah, Miss. Materinya juga enak.”
 P : “Terus menurut kalian, belajar pake video kesannya gimana?”
 S7 : “Asyik kok, Miss. Enak, gak ngantuk.”
 P : “Miss Nita ngajarnya menurut kalian gimana?”
 S5 : “Ngajarnya jelas, Miss. Cuma kadang aku gaktaw Miss Nita ngomong apa, kalo pas lagi pake bahasa Inggris. Hehe.”
 P : “O...gitu ya? Hehe..belajar terus ya. Lama-lama pasti ngerti. Terus kalian merasa dapat banyak kesempatan untuk berbicara atau tidak?”
 S6 : “Iya, Miss. Kita banyak latihan ngomongnya, waktu Miss Nita ngucapin, terus kita niruin. Terus waktu kita disuruh berpasang-pasangan.”
 P : “Oke..makasih ya semua. Lanjutin istirahatnya deh kalau gitu.”
 S5, S6, S7 : “Sip, Miss. Sama-sama.”

Interview 12

P : “Lagi pada makan ya ini? Miss Nita ganggu sebentar gakpapa?”
 S8, S9, S10 : “Gakpapa, Miss. Silakan saja, hehe.”
 P : “Oke. Mau tanya-tanya sikit nih. Menurut kalian pelajaran bahasa Inggris yang Miss Nita ajarkan sejauh ini? Materinya mudah dipahami atau tidak?”
 S8, S9 : “Enak, Miss.”
 P : “Enak gimana? Hehe.”
 S9 : “Enak, Miss. Pake video lebih menarik, jadi gak bosan. Terus juga kita bisa ikut-ikutan cara ngomongnya naratornya. Gak harus cari-cari di kamus terus.”
 P : “Berarti menurut kalian videonya membantu ya?”
 S10 : “Iya, Miss. Jadi kami melek dan gak ngantuk.”
 P : “Kalo cara mengajar Miss Nita menurut kalian gimana?”
 S8 : “Enak kok, Miss. Jelas juga.”

- P : “Terus kalian merasa mendapat banyak kesempatan berbicara atau gak?”
- S9 : “Iya, Miss. Kita jadi berani ngomong karena awalnya latihan dulu yang pasang-pasangan itu. Jadi gak grogi banget pas maju satu per satu.”
- P : “Oke. Makasih ya semua.”
- S8, S9, S10 : “Sama-sama, Miss.”

Hari, tanggal : Jum’at, 11 April 2014
 Tempat : Ruang Tamu SMPN 3 Depok
 P : Peneliti
 G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas VIII C pada cycle pertama.

Interview 13

- P : “Selamat siang, Bu. Maaf mengganggu, mau interview sedikit bu mengenai kegiatan belajar mengajar di cycle 1.”
- G : “O..iya, Mbak. Silakan saja.”
- P : “Menurut Ibu, apakah penggunaan video sudah cukup membantu siswa, Bu?”
- G : “Ya, sudah cukup membantu, Mbak. Paling tidak mereka tertarik dan mengerti jalan ceritanya dan terbantu dengan gambar dan intonasi dan stress narratornya.”
- P : “Iya, Bu. Lalu apakah menurut Ibu materi yang digunakan sudah sesuai dengan kebutuhan siswa?”
- G : “Sudah, Mbak. Tasks yang ada di pertemuan pertama dan kedua sudah baik dan sesuai. Hanya saja mungkin kalau video yang dipakai bukan hanya sekedar reading aloud pasti akan lebih bagus.”
- P : “Iya, Bu. Memang hambatan kami adalah sulit mencari website yang memuat video yang appropriate di segala segi, Bu.”
- G : “Memang, Mbak. Itu salah satu yang sulit juga kalau mau mencari audio untuk listening.”

- P : “Betul, Bu. Kemudian menurut pengamatan Ibu selama di kelas, apa saja kelebihan dan kekurangan tutor beserta pelaksanaan kegiatan belajar mengajar?”
- G : “Mungkin kekurangannya adalah bentuk teks dalam video tadi yang kurang komunikatif untuk sebuah speaking skill. Kemudian pada saat Joint Construction of the text, mungkin sebaiknya dibuat berkelompok saja, per kelompok empat anak. Karena ini kan narrative, bukan berupa dialog, bukan juga acting out dan sejenisnya. Jadi lebih baik jika berkelompok lebih dari dua anak.”
- P : “O..baik, Bu. Di cycle 2 akan saya coba perbaiki.”
- G : “Oya ada lagi, Mbak. Pada saat siswa perform, tadi kan masih membawa guiding questions nya, mungkin di cycle 2 akan lebih baik jika mereka tidak membawa apa-apa.”
- P : “Baik, Bu. Saya juga berpikir demikian, mungkin akan lebih terlihat kemampuan mereka jika seperti itu. Terima kasih, Bu. Kemudian, menurut Ibu apakah saya sudah cukup memberikan kesempatan pada mereka untuk berbicara, Bu?”
- G : “Sudah lumayan, Mbak. Tapi mungkin porsinya akan lebih baik jika ditambah, misalnya kalau membahas latihan, jawaban siswa dilemparkan ke seluruh kelas agar semua ikut berpikir, kemudian mereka diberi kesempatan untuk berpendapat.”
- P : “Baik, Bu. Lalu menurut pendapat Ibu, apakah materi dan media sudah sesuai dengan tujuan tutor untuk meningkatkan kemampuan speaking siswa?”
- G : “Menurut saya sudah sesuai, karena hubungan video dengan speaking sendiri kan sangat jelas ya. Speaking membutuhkan pronunciation yang bagus, dan itu tersedia dalam video. Lewat video, kita bisa tahu bagaimana pengucapan suatu kata beserta stress dan intonasinya. Kemudian karena ada gambarnya, itu mungkin menjadi daya tarik tersendiri bagi siswa. Mereka menjadi lebih antusias.”

- P : “Lalu, menurut pengamatan Ibu bagaimana kemampuan speaking siswa sejauh setelah treatment menggunakan video?”
- G : “Bisa dilihat dan dibandingkan dari ketika pre-test, jika melihat keadaan tadi saya rasa sudah ada peningkatan. Walaupun belum terlihat sangat signifikan, tapi dari segi vocabulary, pronunciation dan generic structure nya sudah ada peningkatan.”
- P : “Iya, Bu. kalau begitu berdasarkan apa yang telah siswa-siswa dan Ibu sampaikan tadi, saya akan mempersiapkan dan memperbaiki materi untuk cycle 2, Bu. Terima kasih banyak ya, Bu.
- G : “Iya, Mbak. Sama-sama.”

Hari, tanggal : Jum’at, 25 April 2014

Tempat : Kelas VIII C 2014

P : Peneliti

S1 : Angga

S2 : Ali

S3 : Raka

S4 : Nova

S5 : Qoni

S6 : Kamila

S7 : Risa

S8 : Naafi

S9 : Hanif

S10 : Tantri

P melakukan wawancara dengan siswa-siswa kelas VIII C mengenai pembelajaran bahasa Inggris pada cycle 2 dan program secara keseluruhan.

Interview 14

- P : “Miss Nita tanya-tanya lagi ya, lagi sibuk gak?”
- S1, S2, S3 : “Gak sibuk kok, Miss.”
- P : “Oke deh. Miss Nita mulai ya. Menurut pendapat kalian, gimana pelajaran bahasa Inggris sewaktu sama Miss Nita?”
- S1 : “Enak, Miss. Gak tegang, tapi jelas. Oiya, tapi latihan-latihannya banyak banget, Miss.”
- P : “O..gitu ya. Terus kalian sekarang merasa jadi lebih bisa speaking gak? Atau paling tidak sudah meningkat dari yang dulu.”
- S2 : “Ehmm...karena sudah latihan, jadi sekarang jadi lebih berani kalau disuruh maju, Miss. Terus kan Miss Nita udah ajarin berkali-kali cara ngucapin yang kata per kata itu, jadi ya udah lumayan bisa.”
- P : “Emmm...terus menurut kalian video yang Miss Nita tampilkan gimana? Membantu kalian atau tidak?”
- S3 : “Iya, Miss. Kan enakan kalo ada gambarnya daripada cuma suara doang, Mbak. Kita jadi tau ceritanya lebih cepet, soalnya kebantu gambar.”
- S2 : “Terus kita jadi tahu harus gimana nyeritainnya, bisa ngikutin narrator di videonya. Hehe.”
- P : “Berarti menyenangkan ya pakai video?”
- S1, S2, S3 : “Iya, Miss.
- S2 : “Iya, asyik Miss. Besok lagi dong, Miss.”
- P : “Hehe...iya. Makasih ya semua. Belajar yang rajin ya.”

Interview 15

- P : “Hai hai. Miss Nita tanya-tanya lagi gakpapa ya?”
- S4, S5, S6, S7 : “Gakpapa, Miss.”
- P : “Oke deh. Miss Nita mulai ya. Menurut pendapat kalian, gimana pelajaran bahasa Inggris sewaktu sama Miss Nita?”

- S5 : “Asyik, Miss. Tapi tugas-tugasnya kalo bisa jangan kebanyakann, Miss. Hehe.”
- S7 : “Iya, Miss. Tapi gakpapa si, kan dikerjain di kelas.”
- P : “O..gitu ya. Terus kalian sekarang merasa jadi lebih bisa speaking gak? Atau paling tidak sudah meningkat dari yang dulu.”
- S6 : “Gimana ya, Miss. Yang jelas sekarang jadi gak begitu takut salah. Terus kan sama Miss Nita udah diajarin yang berkali-kali suruh niruin itu. Jadi ya paling nggak, udah mendingan daripada pas dulu.”
- P : “Emmm...terus menurut kalian video yang Miss Nita tampilkan gimana? Membantu kalian atau tidak?”
- S5 : “Membantu, Miss. Jadi lebih mudah memahami isi ceritanya. Terus kita juga bisa niruin apa kata narratornya. Jadi ada contohnya, terus juga menarik
- S6 : “Iya, gak bosen, Miss.”
- P : “Berarti menyenangkan ya pakai video?”
- S4, S5, S6, S7 : “Iya, Miss.
- S4 : “Jadi nggak ngantuk dan nggak bosen. Terus karena pengen tahu ceritanya, jadinya merhatiin banget.”
- P : “Hehe...iya. Makasih ya semua.”
- S4, S5, S6, S7 : “Sama-sama, Miss.”

Interview 16

- P : “Hei..Miss Nita ganggu sebentar gakpapa kali ya? Hehe.”
- S8, S9, S10 : “Gak apa-apa, Miss.”
- P : “Oke deh. Miss Nita mulai ya. Menurut pendapat kalian, gimana pelajaran bahasa Inggris sewaktu sama Miss Nita?”
- S9 : “Jelas kok, Miss. Rileks. Hehe.”

- P : “O..gitu ya. Terus kalian sekarang merasa jadi lebih bisa speaking gak? Atau paling tidak sudah meningkat dari yang dulu.”
- S8 : “Jelas meningkat kayaknya, Miss. Haha. Dulu kan aku merasa parah banget, gak berani ngomong, takut banget salah. Kalo yang sekarang kan udah disuruh latihan berkali-kali terus dibantu Miss Nita juga cara ngomongnya, diulang-ulang gitu, jadi sekarang mendingan deh.”
- P : “Emmm...terus menurut kalian video yang Miss Nita tampilkan gimana? Membantu kalian atau tidak?”
- S10 : “Membantu, Miss. Kita jadi gampang mencerna makna ceritanya, kan ada gambar sama narratornya.”
- S8 : “Terus kita jadi tahu harus gimana nyeritainnya, dan bisa ngikutin cara ngomongnya narrator di videonya. Hehe.”
- P : “Berarti menyenangkan ya pakai video?”
- S8, S9, S10 : “Iya, Miss.
- S9 : “Iya, asyik Miss. Gak bosen.”
- P : “Hehe...iya. Makasih ya semua. Belajar yang rajin ya.”

Hari, tanggal : Jum’at, 25 April 2014
 Tempat : Ruang Tamu SMPN 3 Depok
 P : Peneliti
 G : Guru

P melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas VIII C pada cycle kedua dan keseluruhan program.

Interview 17

- P : “Maaf mengganggu lagi, Bu. Hehe.”
- G : “Iya, gak apaapa, Mbak. Silakan saja.”
- P : “Secara garis besar bagaimana kegiatan belajar mengajar di cycle 2 dan secara keseluruhan menurut Ibu?”

- G : “Menurut saya, sudah lebih baik dari cycle 1, namun mungkin perlu diperhatikan ketika sedang menyaksikan video, mereka harus ada kegiatan yang jelas, sehingga tidak hanya asyik nonton tanpa melakukan apa-apa.”
- P : “Iya, Bu. Saya juga merasa begitu, saya kurang mempersiapkan hal tersebut. Kemudian, menurut ibu apakah materi yang digunakan sudah sesuai dengan tujuan dari penelitian ini?”
- G : “Menurut saya, kalau materi, dan tasks nya sudah sesuai dengan tujuannya. Ada latihan vocab, ada latihan grammar, menjawab pertanyaan bacaan. Sudah sesuai.”
- P : “Lalu penggunaan medianya, Bu? Apakah sudah sesuai dan efektif untuk meningkatkan kemampuan speaking siswa?”
- G : “Sebenarnya media yang dipilih sudah sangat bagus dan sesuai untuk meningkatkan kualitas speaking. Hanya saja, mungkin akan lebih baik hasilnya kalo misalkan dilakukan dalam jangka waktu yang lebih lama lagi. Ini kan karena keterbatasan waktu, tapi sudah terlihat meningkat, kok.”
- P : “Saya setuju, Bu. Mungkin dengan waktu yang lebih panjang, hasilnya juga akan lebih maksimal. Kemudian, terakhir, Bu. Apakah menurut Ibu kemampuan speaking siswa sudah mengalami peningkatan setelah penelitian ini?”
- G : “Terlihat signifikan, Mbak. Sudah terlihat sejak mereka dikelompokkan empat-empat. Lalu waktu maju untuk menceritakan ulang juga mereka berani tanpa membawa teks. Generic structurenya sudah bagus, pronunciation sebagian besar benar, vocab-nya juga bervariasi, intonasi dan stress cukup baik. Overall sudah meningkat, Mbak.”

- P : “Baiklah kalau begitu, mungkin untuk sekarang saya butuh informasi itu dulu. Terima kasih atas dukungan dan bantuan Ibu selama [rogram ini dilaksanakan, Bu.”
- G : “Iya, Mbak. Kalau untuk kemajuan siswa-siswa saya selalu welcome, Mbak. Saya juga terima-kasih.”
- P : “Iya, Bu. Kalau begitu saya pamit dulu, Bu. Terima kasih sekali lagi.”
- G : “Iya, Mbak. Hati-hati.”

C. COURSE GRIDS

**COURSE GRID OF CYCLE 1 AIM AT IMPROVING THE SPEAKING ABILITY OF GRADE VIII C STUDENTS OF SMP
NEGERI 3 DEPOK YOGYAKARTA THROUGH THE USE OF VIDEO**

School : SMP Negeri 3 Depok
Class/Semester : VIIIC/II
Subject : English
Academic Year : 2013/2014

Cycle	Standard of Competence	Basic Competence	Indicator	Materials	Teaching Activities	Media & Learning Resources	Video
1.	To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.	To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.	1. Finding the past verbs from the text. 2. Pronouncing the words correctly. 3. Answering questions related to the text orally. 4. Finding detail information from the text. 5. Retelling the story to their partners. 6. Retelling the story individually in	1. Input text: Narrative Text a. The story of Snow White b. The legend of Tangkuban Perahu (Video) 2. The function and characteristic of the narrative text ➤ The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be	Pre-Teaching 1) Greet the students and checking the attendance. 2) Asking /reminding a little bit about the last meeting material. 3) Building knowledge about the material that will be taught by asking them what stories they have heard before, etc.	- Hand out - Dictionary - Picture - Video - Laptop - Portable Speaker - LCD	1) Video shown in the BKOF : The Story of Snow White 2) Video shown in the MOT: The Legend of Sangkuria ng

			front of the class.	<p>classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.</p> <p>➤ The narrative text includes</p> <ul style="list-style-type: none"> ✓ Orientation → it sets the scenes and introduces the participants. ✓ Complication → the crisis arises. ✓ Resolution → the crisis is resolved, for better or worse. <p>a. Language features:</p> <ul style="list-style-type: none"> • Narrative uses past tenses • Simple Past Tense <p>Pattern :</p> <p>(+) S + Verb2 + O e.g. She lived with the queen.</p> <p>S + be (was/were) + C</p>	<p>Whilst teaching</p> <p>a. Meeting 1 (BKOF and MOT)</p> <ol style="list-style-type: none"> 1) The students listen to a short simple narrative text 2) The students try to find past verbs from the text, by listening to the story. 3) The students try to find out the meanings of the verbs that are found before. 4) The students try to find the adjectives from the story. 5) The students try to find out the meanings of the adjectives that are 	
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				<p>e. g. Her name was Snow White.</p> <p>(-) S + did + not + Verb1</p> <p>e.g. The queen did not love her.</p> <p>S + be(was/were) + not</p> <p>e.g. She was not very kind.</p> <p>(?) Did + S + Verb1+O</p> <p>- e.g. Did the queen love her?</p> <p>Be(was/were) + S+C</p> <p>e.g. Was she very</p>	<p>found before.</p> <p>6) The students try to answer some questions related to the story orally.</p> <p>7) The teacher and the students discuss the answers together.</p> <p>8) The teacher explains the right answers to the students.</p> <p>9) The teacher explains the generic structure and the tenses used in narrative text.</p> <p>b. Meeting 2 (MOT)</p> <p>1) The teacher shows a video about “The Legend of Sangkuriang”</p>		
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				kind?	<p>.</p> <p>2) The students repeat some difficult words from the video after the teacher.</p> <p>3) The students try to find out the meaning of the difficult words before.</p> <p>4) The students answer the questions from the video orally.</p> <p>5) The teacher and the students discuss the answers together.</p> <p>6) The teacher explains the right answers to the students.</p> <p>c. Meeting 3 (JCOT and ICOT)</p> <p>1) The teacher</p>		
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					<p>shows the video about “The legend of Sangkuriang” again.</p> <p>2) The students are required to form a group of two, then they are given guidance questions (that are asked before) and then retell the story to his/her partner.</p> <p>3) The partner was required to give feedbacks.</p> <p>4) After that, they are required to retell the story again individually in front of the class.</p> <p>Post-Teaching</p>		
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					<p>1) The teacher gives the students opportunity to ask about what they have not understood yet.</p> <p>2) The teacher concludes what they have learned in the teaching and learning process.</p>		
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**COURSE GRID OF CYCLE 2 TO IMPROVE THE SPEAKING ABILITY OF GRADE VIII C STUDENTS OF SMP
NEGERI 3 DEPOK YOGYAKARTA THROUGH THE USE OF VIDEO**

School : SMP Negeri 3 Depok
Class/Semester : VIIIC/II
Subject : English
Academic Year : 2013/2014

Cycle	Standard of Competence	Basic Competence	Indicator	Materials	Teaching Activities	Media & Learning Resources	Video
1.	To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.	To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.	1. Finding the past verbs from the text. 2. Pronouncing the words correctly. 3. Answering questions related to the text orally. 4. Finding detail information from the text. 5. Retelling the story to their partners. 6. Retelling the story individually in front of the class.	1. Input text: Narrative Text a. Keong Mas b. The story of Cinderella (Video) 2. The function and characteristic of the narrative text ➤ The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative	Pre-Teaching 1) Greet the students and checking the attendance. 2) Asking /reminding a little bit about the last meeting material. 3) Building knowledge about the material that will be taught by asking stories the have ever heard before, etc. Whilst teaching	-Hand out -Dictionary -Video -Laptop -Portable Speaker -LCD -Series of Pictures	1) Video in the BKOF: The Story of Keong Mas 2) Video in the MOT: The story of Cinderella

				<p>text, such as folktales, fables, legend, fairytales, and myth.</p> <p>➤ The narrative text includes</p> <ul style="list-style-type: none"> ✓ Orientation → it sets the scenes and introduces the participants. ✓ Complication → the crisis arises. ✓ Resolution → the crisis is resolved, for better or worse. <p>a. Language features:</p> <p>➤ Narrative uses past tenses</p> <ul style="list-style-type: none"> • Simple Past Tense <p>Pattern :</p> <p>(+) S + Verb2 + O e.g. She lived with the queen.</p> <p>S + be (was/were) + C</p>	<p>a. Meeting 1 (BKOF and MOT)</p> <ol style="list-style-type: none"> 1) The students listen to a short simple narrative text 2) The students try to find the past verbs that are suitable to complete the sentences. 3) The students try to find out the meanings of the verbs that are found before. 4) The students try to find the adjectives from the story. 5) The students try to find out the antonyms of the adjectives that are 	
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				<p>e. g. Her name was Snow White.</p> <p>(-) S + did + not + Verb1</p> <p>e.g. The queen did not love her.</p> <p>S + be(was/were) + not</p> <p>e.g. She was not very kind.</p> <p>(?) Did + S + Verb1+O</p> <p>- e.g. Did the queen love her?</p> <p>Be(was/were) +</p>	<p>found before.</p> <p>6) The students try to answer some questions related to the story orally.</p> <p>7) The teacher and the students discuss the answers together.</p> <p>8) The teacher explains the right answers to the students.</p> <p>9) The teacher explains the generic structure and the tenses used in narrative text.</p> <p>b. Meeting 2 (MOT)</p> <p>1) The teacher shows a video about “The Story of Cinderella”.</p> <p>2) The students</p>		
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				<p>S+C</p> <p>e.g. Was she very kind?</p>	<p>repeat some difficult words from the video after the teacher.</p> <p>3) The students try to find out the meaning of the difficult words before.</p> <p>4) The students answer the questions from the video orally.</p> <p>5) The teacher and the students discuss the answers together.</p> <p>6) The teacher explains the right answers to the students.</p> <p>c. Meeting 3 (JCOT and ICOT)</p> <p>1) The teacher shows the video about</p>		
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					<p>“The story of Cinderella” again.</p> <p>2) The students are required to form a group of four, then they are given series of pictures and then retell the story to all the members.</p> <p>3) The other members were required to give some feedbacks.</p> <p>4) After that, they are required to retell the story again individually in front of the class.</p> <p>Post-Teaching</p> <p>1) The teacher gives the students opportunity to</p>		
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					<p>ask about what they have not understood yet.</p> <p>2) The teacher concludes what they have learned in the teaching and learning process.</p>		
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D. LESSON PLANS

LESSON PLAN

(MEETING 1)

School	: SMP N 3 Depok
Grade/Semester	: VIII/2
Subject	: English
Text Type	: Narrative
Language Skill	: Speaking
Character	: Creative and Communicative
Academic Year	: 2013/2014
Time Allocation	: 2 x 40 minutes

A. STANDARD OF COMPETENCE

10. To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

- 10.1 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. Finding the past verbs from the text
2. Pronouncing the words correctly
3. Finding the adjectives in the text
4. Answering questions related to the text orally

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. find the past verbs from the text
2. pronounce the words correctly
3. find the adjectives in the text
4. answer questions related to the text orally
5. understand the purpose, generic structure and the language feature used in narrative text

E. LEARNING MATERIAL

1. Narrative text

(Transcript)

Snow White

Have you ever heard a story about Snow White? I'm sure some of you have ever heard about that, but I think there are many of you who don't know the whole story. So, please listen to me because I'm going to tell you the story about Snow White.

Long time ago, in the Neverland, there lived a very beautiful princess,, do you know what princess is? Yes, it is a girl/daughter of a king and a queen, her name was Snow White. She lived with a queen, but the Queen was her stepmother. Have you ever heard the word "stepmother" before? What does it mean? Is the queen her real mother? No? Good. The queen was very jealous to her because Snow White was more beautiful than the queen. So the queen wanted Snow White to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. Do you know dwarf? Yes, it is a person that is very small, in Indonesia it is like Ukok Baba, Adul, Daus mini, etc. You know them, right?

Back to the story, after that, the queen sent a witch to put Snow White in danger. Do you know witch? How do you spell witch? Yes, it is a woman who has a magical power. Snow White did not realize it. The

witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, a charming prince woke her with a kiss. After that, they lived together happily ever after. (Free adaptation from Grimms' fairy tale)

2. The function and characteristic of the narrative text

- The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.

The narrative story can be funny, sad, frightening, happy ending, or ordinary.

- The narrative text includes
 - ✓ Orientation → it sets the scenes and introduces the participants.
 - ✓ Complication → the crisis arises.
 - ✓ Resolution → the crisis is resolved, for better or worse.

3. Language features:

- Narrative uses past tenses
 - Simple Past Tense

Pattern :

Jenis Kalimat	Rumus	Contoh Simple Past Tense
(+)	<ul style="list-style-type: none"> - S + Verb2 + O - S + be (was/were) + C 	<ul style="list-style-type: none"> - She lived with the queen. - Her name was Snow White.

(-)	<ul style="list-style-type: none"> - S + did + not + Verb1 - S + be(was/were) + not 	<ul style="list-style-type: none"> - The queen did not love her. - She was not very kind.
(?)	<ul style="list-style-type: none"> - Did + S + Verb1+O - Be(was/were) + S+C 	<ul style="list-style-type: none"> - Did the queen love her? - Was she very kind?

It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHODS

Genre Based Approach

Consisting of:

- Building Knowledge of the Field (BKOF)
- Modelling of the Text (MOT)
- Joint Construction of the Text (JCOT)
- Independent Construction of Text (ICOT)

G. LEARNING SOURCES AND MEDIA

- a. Board markers
- b. Pictures
- c. Videos
- d. Laptop
- e. Portable speaker
- f. LCD
- g. Internet, YouTube
- h. Students' handout
- i. shortshories.net

H. TEACHING AND LEARNING ACTIVITIES

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.
- c. The researcher checks the students' attendance

2. Main Activities (BKOF and MOT)

- a. The students listen to a short simple narrative text
- b. The students try to find past verbs from the text, by listening to the story.
- c. The students try to find out the meanings of the verbs that are found before.
- d. The students try to find the adjectives from the story.
- e. The students try to find out the meanings of the adjectives that are found before.
- f. The students try to answer some questions related to the story orally.
- g. The teacher and the students discuss the answers together.
- h. The teacher explains the right answers to the students.
- i. The teacher explains the generic structure and the tenses used in narrative text.

3. Post-Activities

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.

- d. The researcher leads the prayer and says goodbye.

Task 1

Write down the verbs that you heard from the story after that find the meaning from the dictionary!

No	Verb II	Meaning
1.	Lived	
2.	Wanted	
3.	Knew	
4.	Escaped	
5.	Made	
6.	Sent	
7.	Gave	
8.	Woke	

Task 2

Write down the adjectives that you heard from the story after that find the meaning from the dictionary!

No	Adjective	Meaning
1.	Beautiful	
2.	Jealous	
3.	Evil	
4.	Happy	

Task 3

Listen again to the story and answer the following questions!

1. Who are the characters in the story?
2. How did snow white look like?

3. Where did snow white live?
4. Why was the queen jealous of her?
5. What did the queen send to put her in danger?
6. What did the witch give her?
7. How did the charming prince wake her up?

I. ASSESSMENT

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max. score}} \times 100 = \text{Score}$
 - b. Scoring rubric :

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
score	1-4 (Errors in pronounciati on are frequent but can be understood by a native speaker used to dealing with foreigners)	1-4 (Not really paying attention to the stress and intonation)	7-11 (There is no orientation , complicati on and resolution)	7-11 (Errors in grammar are frequent, but speaker can be understoo d by a native speaker	7-11 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1-4 (Not using any body language)	1-4 (Flat expression)

	attempting to speak his language.)			used to dealing with foreigner)			
	5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (The story is already organized into orientation , complicati on and resolution but still there are some parts who are missing)	12-15 (Can usually handle elementar y constructi ons quite accurately but does not have through or confident control of the grammar.)	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocut ions.)	5-7 (Enough body language in particular parts of the story)	5-7 (Already having enough expressions in about 50% of the story)
	8-10 (Errors in pronunciati on are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (The story is really organized into orientation , complicati on and resolution)	16-20 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the story)	8-10 (Good and appropriate expressions in all over the story)

Depok, Maret 2014

English Teacher

Researcher

Dra. Y. Dyah Murti M
NIP. 19601027 19803 2 008

Anita Nur Masyi'ah
NIM. 10202241023

LESSON PLAN

(MEETING 2)

School	: SMP N 3 Depok
Grade/Semester	: VIII/2
Subject	: English
Text Type	: Narrative
Language Skill	: Speaking
Character	: Creative and Communicative
Academic Year	: 2013/2014
Time Allocation	: 2 x 40 minutes

A. STANDARD OF COMPETENCE

10. To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

- 10.1 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. Pronouncing some words from the text correctly
2. Finding detail information from the text
3. answering the implicit questions from the text

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. pronounce the words correctly
2. find detail information from the text
3. answer the implicit questions from the text

E. LEARNING MATERIAL

1. Narrative text

(Transcript)

The Legend of Tangkuban Perahu

Dayang Sumbi was a girl from West Java. She was beautiful, smart and clever. Her intelligence made a prince from Kayangan kingdom fell in love with her and married her. Soon, a baby boy named Sangkuriang was born. The King of Kayangan kingdom found out that the prince had married a simple girl and not a princess. As a punishment, the King turned the prince into a dog.

Years past, and Sangkuriang grew up to be an obedient boy. Everyday, he would hunt for food with Tumang, his family dog. One day, he went in to the woods and could not find any food. Night was falling and he did not to disappoint his mother. He looked around and not knowing that the dog was really his father. He killed him and brought home the meat. Dayang Sumbi was glad to see him back, but she was sad that Tumang did not come home with him. When Dayang Sumbi asked where Tumang was, Sangkuriang told her the truth. Unable to control her emotion, Dayang Sumbi struck Sangkuriang's head with the thing she was holding.

In the name of anger, she made Sangkuriang leaves home. Because of her deep sadness, the God gave her eternal life. After years, Sangkuriang decided to come home. Both the mother and son did not recognize each other.

As time passed, Sangkuriang fell in love with Dayang Sumbi. He planned to marry her. But when Dayang Sumbi saw the scar on Sangkuriang's head, she realized that the person she was about to marry is her own son. In order to prevent the marriage, Dayang Sumbi asked Sangkuriang to do the impossible thing. She asked him to build a dam on the river of Citarum and to build a large boat to cross the river. Both have to be done before the sun would rise again. Sangkuriang gathered all his power and was able to build a dam and a boat for Dayang Sumbi. When she saw that the tasks were almost completed, she called all the villagers to spread particular sound to make Sangkuriang think that the sun was rising and that he had failed end the tasks. Sangkuriang was fooled and believed to her lie. And he's angry, he kicked the dam and caused a great flood, and then he kicked the large boat and it landed upside down to create Mount Tangkuban Perahu.

2. The function and characteristic of the narrative text

- The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.

The narrative story can be funny, sad, frightening, happy ending, or ordinary.

- The narrative text includes

- ✓ Orientation → it sets the scenes and introduces the participants.
- ✓ Complication → the crisis arises.
- ✓ Resolution → the crisis is resolved, for better or worse.

3. Language features:

- Narrative uses past tenses
 - Simple Past Tense

Pattern :

Jenis Kalimat	Rumus	Contoh Simple Past Tense
(+)	<ul style="list-style-type: none"> - S + Verb2 + O - S + be (was/were) + C 	<ul style="list-style-type: none"> - She lived with the queen. - Her name was Snow White.
(-)	<ul style="list-style-type: none"> - S + did + not + Verb1 - S + be(was/were) + not 	<ul style="list-style-type: none"> - The queen did not love her. - She was not very kind.
(?)	<ul style="list-style-type: none"> - Did + S + Verb1+O - Be(was/were) + S+C 	<ul style="list-style-type: none"> - Did the queen love her? - Was she very kind?

- It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHODS

Genre Based Approach

Consisting of:

- Building Knowledge of the Field (BKOF)
- Modelling of the Text (MOT)
- Joint Construction of the Text (JCOT)
- Independent Construction of Text (ICOT)

G. LEARNING SOURCES AND MEDIA

- a. Board markers
- b. Pictures
- c. Videos
- d. Laptop
- e. Portable speaker
- f. LCD
- g. Internet, YouTube
- h. Students' handout
- i. shortshories.net

H. TEACHING AND LEARNING ACTIVITIES

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.
- c. The researcher checks the students' attendance

2. Main Activities (BKOF and MOT)

- a. The teacher shows a video about "The Legend of Sangkuriang".

- b. The students repeat some difficult words from the video after the teacher.
 - c. The students try to find out the meaning of the difficult words before.
 - d. The students answer the questions from the video orally.
 - e. The teacher and the students discuss the answers together.
 - f. The teacher explains the right answers to the students.
3. Post-Activities
- a. The students and the researcher make a summary of the teaching and learning process together.
 - b. The students and the researcher make a reflection towards the teaching and learning process together.
 - c. The researcher gives feedback towards the process and the result of the teaching and learning process.
 - d. The researcher leads the prayer and says goodbye.

Task

Pay attention to the video very carefully and answer the questions!

1. Who are the characters of the story?
2. Where was Dayang Sumbi from?
3. How was her personality?
4. Who fell in love with Dayang Sumbi?
5. Where did he come from?
6. Who was the name of their son?
7. What happened to the prince when the King found out that he had married Dayang Sumbi?
8. What was the name of the dog?
9. Why did Sangkuriang kill the dog?
10. What happened to him after that?

11. What happened to Sangkuriang and Dayang Sumbi after a years later Sangkuriang comeback?
12. How did she know that Sangkuriang was actually her son?
13. What did Dayang Sumbi do to prevent their marriage?
14. What did she do to make he think that he failed doing the tasks?
15. What did Sangkuriang do to show his anger?
16. What happened to the boat then?
17. What can you learn from the story?

I. ASSESSMENT

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max. score}} \times 100 = \text{Score}$
 - b. Scoring rubric :

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
score	1-4 (Errors in pronounciati on are frequent but can be understood	1-4 (Not really paying attention to the stress and intonation)	7-11 (There is no orientation , complicati on and	7-11 (Errors in grammar are frequent, but speaker	7-11 (Speaking vocabulary inadequate to express anything but the most	1-4 (Not using any body language)	1-4 (Flat expression)

	by a native speaker used to dealing with foreigners attempting to speak his language.)		resolution)	can be understood by a native speaker used to dealing with foreigner)	elementary needs.)		
	5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (The story is already organized into orientation , complication and resolution but still there are some parts who are missing)	12-15 (Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.)	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	5-7 (Enough body language in particular parts of the story)	5-7 (Already having enough expressions in about 50% of the story)
	8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (The story is really organized into orientation , complication and resolution)	16-20 (Control of grammar is good. Able to speak the language with sufficient	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the story)	8-10 (Good and appropriate expressions in all over the story)

				structural accuracy)			
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Depok, Maret 2014

English Teacher

Researcher

Dra. Y. Dyah Murti M
NIP. 19601027 19803 2 008

Anita Nur Masyi'ah
NIM. 10202241023

LESSON PLAN (MEETING 3)

School	: SMP N 3 Depok
Grade/Semester	: VIII/2
Subject	: English
Text Type	: Narrative
Language Skill	: Speaking
Character	: Creative and Communicative
Academic Year	: 2013/2014
Time Allocation	: 2 x 40 minutes

A. STANDARD OF COMPETENCE

10. To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

- 10.1 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. Retelling the story to their partners.
2. Retelling the story individually in front of the class.

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. Retell the story to their partners

2. Retell the story individually in front of the class

E. LEARNING MATERIAL

1. Narrative text

(Transcript)

Snow White

Have you ever heard a story about Snow White? I'm sure some of you have ever heard about that, but I think there are many of you who don't know the whole story. So, please listen to me because I'm going to tell you the story about Snow White.

Long time ago, in the Neverland, there lived a very beautiful princess,, do you know what princess is? Yes, it is a girl/daughter of a king and a queen, her name was Snow White. She lived with a queen, but the Queen was her stepmother. Have you ever heard the word "stepmother" before? What does it mean? Is the queen her real mother? No? Good. The queen was very jealous to her because Snow White was more beautiful than the queen. So the queen wanted Snow White to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. Do you know dwarf? Yes, it is a person that is very small, in Indonesia it is like Ukok Baba, Adul, Daus mini, etc. You know them, right?

Back to the story, after that, the queen sent a witch to put Snow White in danger. Do you know witch? How do you spell witch? Yes, it is a woman who has a magical power. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, a charming prince woke her with a kiss. After that, they lived together happily ever after. (Free adaptation from Grimms' fairy tale)

2. The function and characteristic of the narrative text

- The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be

classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.

The narrative story can be funny, sad, frightening, happy ending, or ordinary.

- The narrative text includes
 - ✓ Orientation → it sets the scenes and introduces the participants.
 - ✓ Complication → the crisis arises.
 - ✓ Resolution → the crisis is resolved, for better or worse.

3. Language features:

- Narrative uses past tenses
 - Simple Past Tense

Pattern :

Jenis Kalimat	Rumus	Contoh Simple Past Tense
(+)	<ul style="list-style-type: none"> - S + Verb2 + O - S + be (was/were) + C 	<ul style="list-style-type: none"> - She lived with the queen. - Her name was Snow White.
(-)	<ul style="list-style-type: none"> - S + did + not + Verb1 - S + be(was/were) + not 	<ul style="list-style-type: none"> - The queen did not love her. - She was not very kind.
(?)	<ul style="list-style-type: none"> - Did + S + Verb1+O - Be(was/were) + S+C 	<ul style="list-style-type: none"> - Did the queen love her? - Was she very kind?

It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHODS

Genre Based Approach

Consisting of:

- Building Knowledge of the Field (BKOF)
- Modelling of the Text (MOT)
- Joint Construction of the Text (JCOT)
- Independent Construction of Text (ICOT)

G. LEARNING SOURCES AND MEDIA

- a. Board markers
- b. Pictures
- c. Videos
- d. Laptop
- e. Portable speaker
- f. LCD
- g. Internet, YouTube
- h. Students' handout
- i. shortshories.net

H. TEACHING AND LEARNING ACTIVITIES

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.

- c. The researcher checks the students' attendance
2. Main Activities (BKOF and MOT)
- a. The teacher shows the video about "The legend of Sangkuriang" again.
 - b. The students are required to form a group of two, then they are given guidance questions (that are asked before) and then retell the story to his/her partner.
 - c. The partner was required to give feedbacks.
 - d. After that, they are required to retell the story again individually in front of the class.
3. Post-Activities
- a. The students and the researcher make a summary of the teaching and learning process together.
 - b. The students and the researcher make a reflection towards the teaching and learning process together.
 - c. The researcher gives feedback towards the process and the result of the teaching and learning process.
 - d. The researcher leads the prayer and says goodbye.

Task

- A. Retell the story in pairs using this list as guidance!**
- 1. Where was Dayang Sumbi from?
 - 2. How was her personality?
 - 3. Who fell in love with Dayang Sumbi?
 - 4. Where did he come from?

5. Who was the name of their son?
6. What happened to the prince when the King found out that he had married Dayang Sumbi?
7. What was the name of the dog?
8. Why did Sangkuriang kill the dog?
9. What happened to him after that?
10. What happened to Sangkuriang and Dayang Sumbi after a years later Sangkuriang comeback?
11. How did she know that Sangkuriang was actually her son?
12. What did Dayang Sumbi do to prevent their marriage?
13. What did she do to make he think that he failed doing the tasks?
14. What did Sangkuriang do to show his anger?
15. What happened to the boat then?

I. ASSESSMENT

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max. score}} \times 100 = \text{Score}$
 - b. Scoring rubric :

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
re	1-4 (Errors in	1-4 (Not really	7-11 (There is	7-11 (Errors in	7-11 (Speaking	1-4 (Not using	1-4 (Flat

	pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	paying attention to the stress and intonation)	no orientation , complication and resolution)	grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	vocabulary inadequate to express anything but the most elementary needs.)	any body language)	expression)
	5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (The story is already organized into orientation , complication and resolution but still there are some parts who are missing)	12-15 (Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.)	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	5-7 (Enough body language in particular parts of the story)	5-7 (Already having enough expressions in about 50% of the story)
	8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70%	16-20 (The story is really organized into	16-20 (Control of grammar is good.	16-20 (Able to speak the language with	8-10 (Good and appropriate body language in	8-10 (Good and appropriate expressions in all over

		of the words pronounced)	orientation , complication and resolution)	Able to speak the language with sufficient structural accuracy)	sufficient vocabulary)	all over the story)	the story)
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Depok, Maret 2014

English Teacher

Researcher

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Anita Nur Masyi'ah
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LESSON PLAN

(MEETING 4)

School	: SMP N 3 Depok
Grade/Semester	: VIII/2
Subject	: English
Text Type	: Narrative
Language Skill	: Speaking
Character	: Creative and Communicative
Academic Year	: 2013/2014
Time Allocation	: 2 x 40 minutes

A. STANDARD OF COMPETENCE

10. To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

- 10.1 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. completing unfinished sentences
2. Pronouncing the words correctly
3. Finding the adjectives and the antonyms of the text
4. Answering questions related to the text orally

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. understand the structure of the correct sentence in narrative text
2. pronounce the words correctly
3. answer questions related to the text orally and fluently

E. LEARNING MATERIAL

1. Narrative text

(Transcript)

Keong Mas

Have you heard the story of Keong Mas? Where is this story from? Good. Do you know who the characters are? OK, I think some of you do not really know the whole story. So, I'll tell you the whole story.

Once upon a time, there was a king, he wanted to marry Dewi Sekartaji, but Dewi Sekartaji was the wife of Panji Asmoro Bangun. Then the king kidnapped her. Fortunately, the god Narada saved Dewi Sekartaji. He turned her into a golden snail, named Keong mas. The God told Keong Mas to drift along the river in order to find her husband, Panji Asmoro Bangun.

One day, a poor old widow, Mbok Rondo Dadapan was fishing along the river. Do you know what is widow? Yes, it is a woman who no longer has a husband. She found the golden snail and took it home. There, she put the snail in a jar and took good care of it. Have you heard the word "jar" before? So, in Indonesia usually we call it "kendhi". All of a sudden, unexpected good things took place in Mbok Rondo's life.

Every time Mbok Rondo came back from her daily fishing. She found delicious food on the table. The house was clean and neat. She

wanted to find out who the mysterious kind person was. So one day, she went out from the house but did not fish. She peeped through a hole in the wall of her house.

She saw a beautiful princess. The princess was coming out of the jar and starting to clean the house. The next day, without wasting any time Mbok Rondo ran into the house. She smashed the jar. The princess could not turn back into a snail, then, Mbok Rondo adopted her.

Meanwhile, Raden Panji Asmoro Bangun, searched for his wife from one village to another. Finally, he found his beloved wife. They went back to their kingdom, taking the good Mbok Rondo along with them.

2. The function and characteristic of the narrative text

- The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.

The narrative story can be funny, sad, frightening, happy ending, or ordinary.

- The narrative text includes
 - ✓ Orientation → it sets the scenes and introduces the participants.
 - ✓ Complication → the crisis arises.
 - ✓ Resolution → the crisis is resolved, for better or worse.

3. Language features:

- Narrative uses past tenses
 - Simple Past Tense
Pattern : S + V2
Eg. *I played the piano last week.*

Pattern :

Jenis Kalimat	Rumus	Contoh Simple Past Tense
(+)	<ul style="list-style-type: none"> - S + Verb2 + O - S + be (was/were) + C 	<ul style="list-style-type: none"> - The teacher came home. - Aurora was very elegant.
(-)	<ul style="list-style-type: none"> - S + did + not + Verb1 - S + be(was/were) + not 	<ul style="list-style-type: none"> - The teacher did not come. - Aurora was not very elegant.
(?)	<ul style="list-style-type: none"> - Did + S + Verb1+O - Be(was/were) + S+C 	<ul style="list-style-type: none"> - Did the teacher come? - Was Aurora very elegant?

It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHODS

Genre Based Approach

Consisting of:

- Building Knowledge of the Field (BKOF)
- Modelling of the Text (MOT)
- Joint Construction of the Text (JCOT)
- Independent Construction of Text (ICOT)

G. LEARNING SOURCES AND MEDIA

- a. Board markers

- b. Pictures
- c. Videos
- d. Laptop
- e. Portable speaker
- f. LCD
- g. Internet, YouTube
- h. Students' handout
- i. shortshories.net

H. TEACHING AND LEARNING ACTIVITIES

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.
- c. The researcher checks the students' attendance

2. Main Activities (BKOF and MOT)

- a. The students listen to a short simple narrative text
- b. The students try to find the past verbs that are suitable to complete the sentences.
- c. The students try to find out the meanings of the verbs that are found before.
- d. The students try to find the adjectives from the story.
- e. The students try to find out the antonyms of the adjectives that are found before.
- f. The students try to answer some questions related to the story orally.
- g. The teacher and the students discuss the answers together.
- h. The teacher explains the right answers to the students.

- i. The teacher explains the generic structure and the tenses used in narrative text.

3. Post-Activities

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

Task 1

Write down the verbs based on the text you heard!

1. Dewi Sekartaji was by the king.
2. The god Narada Dewi Sekartaji into a golden snail, Keong mas.
3. Mbok Rondo Dadapan the golden snail and took it home.
4. The princess was coming out of the jar and starting to the house.
5. They back to their kingdom, taking the good Mbok Rondo along with them.

Task 2

Write down the adjectives that you heard from the story after that find antonyms!

No	Adjective	Antonym
1.	Poor	
2.	Good	

3.	Old	
4.	Beautiful	
5.	Clean	
6.	Neat	
7.	Delicious	
8.	Mysterious	

Task 3

Listen again to the story and answer the following questions!

1. Who was Dewi Sekartaji?
2. What happened to Dewi Sekartaji when the king wanted to marry her?
3. Who saved Dewi Sekartaji from the King?
4. What happened to her after that?
5. Who found the golden snail in the river?
6. What did mbok Rondo find on her table ?
7. How did mbok Rondo find out who was the mysterious kind person?
8. How did the story end?
9. After you read the story, what did you think of Keong mas?
10. What can you learn from the story?

I. ASSESSMENT

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max. score}} \times 100 = \text{Score}$
 - b. Scoring rubric :

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
score	1-4 (Errors in pronunciati on are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1-4 (Not really paying attention to the stress and intonation)	7-11 (There is no orientation , complicati on and resolution)	7-11 (Errors in grammar are frequent, but speaker can be understoo d by a native speaker used to dealing with foreigner)	7-11 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1-4 (Not using any body language)	1-4 (Flat expression)
	5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (The story is already organized into orientation , complicati on and resolution but still there are	12-15 (Can usually handle elementar y constructi ons quite accurately but does not have through or	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocut ions.)	5-7 (Enough body language in particular parts of the story)	5-7 (Already having enough expressions in about 50% of the story)

			some parts who are missing)	confident control of the grammar.)			
	8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (The story is really organized into orientation , complication and resolution)	16-20 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the story)	8-10 (Good and appropriate expressions in all over the story)

Depok, April 2014

English Teacher

Researcher

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Anita Nur Masyi'ah
NIM. 10202241023

LESSON PLAN (MEETING 5)

School	: SMP N 3 Depok
Grade/Semester	: VIII/2
Subject	: English
Text Type	: Narrative
Language Skill	: Speaking
Character	: Creative and Communicative
Academic Year	: 2013/2014
Time Allocation	: 2 x 40 minutes

A. STANDARD OF COMPETENCE

10. To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

- 10.1 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. Pronouncing some words from the text correctly
2. Finding detail information from the text
3. answering the implicit questions from the text

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. pronounce the words correctly
2. find detail information from the text
3. answer the implicit questions from the text

E. LEARNING MATERIAL

1. Narrative text

(Transcript)

Cinderella

Long ago, there was a sweet girl named Ella, she lived with her mean stepmother and two stepsisters. They made her do all the housework. She was always covered by dust and so, she was called Cinderella.

One day, the prince invited all the girls in the kingdom for a ball in the castle. Everyone including the two stepsisters was very excited. Cinderella too wanted to go to the ball, but her sisters ask her to stay at home and work. Cinderella was so disappointed that she began to cry.

Suddenly, she saw a shimmering light in the room. A woman with a kind smile stood in front of her. She was Cinderella's fairy godmother. She wanted to help Cinderella to go to the ball, with a wave of her hand, she made Cinderella looked like a princess. The fairy godmother warned her to be home before 12 o'clock for then the spell would be broken.

Cinderella was the prettiest girl at the ball. Her stepsisters did not even recognize her. All the other girls were very jealous because the prince danced with her the whole night. However, the moment the clock

was 12, she remembered the fairy godmother words and ran away. In her hurry, she left one glass slipper on the castle steps.

The prince had fallen in love with her and wanted to find her and find her. He asked his maid to go to every house in the land and find the girl whose foot fits into the glass slipper. The king's maid reached Cinderella's house, the two stepsisters tried hard to get their big feet to fit into the slippers, but they failed. Finally, when Cinderella tried the slipper, her foot fitted perfectly into the glass slipper, the prince and Cinderella were soon married in the grand ceremony, that way the two stepsisters never bothered her again.

2. The function and characteristic of the narrative text

- The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.

The narrative story can be funny, sad, frightening, happy ending, or ordinary.

- The narrative text includes
 - ✓ Orientation → it sets the scenes and introduces the participants.
 - ✓ Complication → the crisis arises.
 - ✓ Resolution → the crisis is resolved, for better or worse.

3. Language features:

- Narrative uses past tenses
 - Simple Past Tense

Pattern :

Jenis Kalimat	Rumus	Contoh Simple Past Tense
(+)	<ul style="list-style-type: none"> - S + Verb2 + O - S + be (was/were) + C 	<ul style="list-style-type: none"> - The teacher came home. - Aurora was very elegant.
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It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHODS

Genre Based Approach

Consisting of:

- Building Knowledge of the Field (BKOF)
- Modelling of the Text (MOT)
- Joint Construction of the Text (JCOT)
- Independent Construction of Text (ICOT)

G. LEARNING SOURCES AND MEDIA

- a. Board markers
- b. Pictures

- c. Videos
- d. Laptop
- e. Portable speaker
- f. LCD
- g. Internet, YouTube
- h. Students' handout
- i. shortshories.net

H. TEACHING AND LEARNING ACTIVITIES

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.
- c. The researcher checks the students' attendance

2. Main Activities (BKOF and MOT)

- a. The teacher shows a video about "The Story of Cinderella".
- b. The students repeat some difficult words from the video after the teacher.
- c. The students try to find out the meaning of the difficult words before.
- d. The students answer the questions from the video orally.
- e. The teacher and the students discuss the answers together.
- f. The teacher explains the right answers to the students.

3. Post-Activities

- a. The students and the researcher make a summary of the teaching and learning process together.

- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

Task

Pay attention to the video very carefully and answer the questions!

1. Who are the characters of the story?
2. Why was Ella always covered by dust?
3. Why is everyone so excited?
4. Why did Cinderella cry?
5. Who was coming to her when she cried?
6. What did the fairy godmother do to Ella?
7. Why did Cinderella have to be home at 12?
8. What made all the girls at the ball jealous to Cinderella?
9. What happened when Cinderella ran away in her hurry?
10. Why did the prince want to find the owner of the slipper?
11. What happened to the prince and Cinderella in the end of the story?
12. What can you learn from the story?

I. ASSESSMENT

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max. score}} \times 100 = \text{Score}$

b. Scoring rubric :

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
score	1-4 (Errors in pronun- ciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1-4 (Not really paying attention to the stress and intonation)	7-11 (There is no orientation , complicati on and resolution)	7-11 (Errors in grammar are frequent, but speaker can be understoo d by a native speaker used to dealing with foreigner)	7-11 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1-4 (Not using any body language)	1-4 (Flat expression)
	5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (The story is already organized into orientation , complicati on and resolution but still there are	12-15 (Can usually handle elementar y constructi ons quite accurately but does not have through or	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocut ions.)	5-7 (Enough body language in particular parts of the story)	5-7 (Already having enough expressions in about 50% of the story)

			some parts who are missing)	confident control of the grammar.)			
	8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (The story is really organized into orientation , complication and resolution)	16-20 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the story)	8-10 (Good and appropriate expressions in all over the story)

English Teacher

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Depok, April 2014
Researcher

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LESSON PLAN

(MEETING 6)

School	: SMP N 3 Depok
Grade/Semester	: VIII/2
Subject	: English
Text Type	: Narrative
Language Skill	: Speaking
Character	: Creative and Communicative
Academic Year	: 2013/2014
Time Allocation	: 2 x 40 minutes

A. STANDARD OF COMPETENCE

10. To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

- 10.1 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. Retelling the story to their groups
2. Retelling the story individually in front of the class

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. Retell the story to their groups

2. Retell the story individually in front of the class

E. LEARNING MATERIAL

1. Narrative text

(Transcript)

Cinderella

Long ago, there was a sweet girl named Ella, she lived with her mean stepmother and two stepsisters. They made her do all the housework. She was always covered by dust and so, she was called Cinderella.

One day, the prince invited all the girls in the kingdom for a ball in the castle. Everyone including the two stepsisters was very excited. Cinderella too wanted to go to the ball, but her sisters ask her to stay at home and work. Cinderella was so disappointed that she began to cry.

Suddenly, she saw a shimmering light in the room. A woman with a kind smile stood in front of her. She was Cinderella's fairy godmother. She wanted to help Cinderella to go to the ball, with a wave of her hand, she made Cinderella looked like a princess. The fairy godmother warned her to be home before 12 o'clock for then the spell would be broken.

Cinderella was the prettiest girl at the ball. Her stepsisters did not even recognize her. All the other girls were very jealous because the prince danced with her the whole night. However, the moment the clock was 12, she remembered the fairy godmother words and ran away. In her hurry, she left one glass slipper on the castle steps.

The prince had fallen in love with her and wanted to find her and find her. He asked his maid to go to every house in the land and find the girl whose foot fits into the glass slipper. The king's maid reached Cinderella's house, the two stepsisters tried hard to get their big feet to fit

into the slippers, but they failed. Finally, when Cinderella tried the slipper, her foot fitted perfectly into the glass slipper, the prince and Cinderella were soon married in the grand ceremony, that way the two stepsisters never bothered her again.

2. The function and characteristic of the narrative text

- The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.

The narrative story can be funny, sad, frightening, happy ending, or ordinary.

- The narrative text includes
 - ✓ Orientation → it sets the scenes and introduces the participants.
 - ✓ Complication → the crisis arises.
 - ✓ Resolution → the crisis is resolved, for better or worse.

3. Language features:

- Narrative uses past tenses
 - Simple Past Tense

Pattern :

Jenis Kalimat	Rumus	Contoh Simple Past Tense
(+)	<ul style="list-style-type: none"> - S + Verb2 + O - S + be (was/were) + C 	<ul style="list-style-type: none"> - The teacher came home. - Aurora was very elegant.

(-)	<ul style="list-style-type: none"> - S + did + not + Verb1 - S + be(was/were) + not 	<ul style="list-style-type: none"> - The teacher did not come. - Aurora was not very elegant.
(?)	<ul style="list-style-type: none"> - Did + S + Verb1+O - Be(was/were) + S+C 	<ul style="list-style-type: none"> - Did the teacher come? - Was Aurora very elegant?

It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHODS

Genre Based Approach

Consisting of:

- Building Knowledge of the Field (BKOF)
- Modelling of the Text (MOT)
- Joint Construction of the Text (JCOT)
- Independent Construction of Text (ICOT)

G. LEARNING SOURCES AND MEDIA

- a. Board markers
- b. Pictures
- c. Videos
- d. Laptop
- e. Portable speaker
- f. LCD
- g. Internet, YouTube
- h. Students' handout
- i. shortshories.net

H. TEACHING AND LEARNING ACTIVITIES

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.
- c. The researcher checks the students' attendance

2. Main Activities (BKOF and MOT)

- a. The teacher shows the video about "The story of Cinderella" again.
- b. The students are required to form a group of four, then they are given series of pictures and then retell the story to all the members.
- c. The other members were required to give some feedbacks.
- d. After that, they are required to retell the story again individually in front of the class.

3. Post-Activities

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

Task

A. Answer this following questions!

1. Where was Dayang Sumbi from?
2. How was her personality?
3. Who fell in love with Dayang Sumbi?

4. Where did he come from?
5. Who was the name of their son?
6. What happened to the prince when the King found out that he had married Dayang Sumbi?
7. What was the name of the dog?
8. Why did Sangkuriang kill the dog?
9. What happened to him after that?
10. What happened to Sangkuriang and Dayang Sumbi after a years later Sangkuriang comeback?
11. How did she know that Sangkuriang was actually her son?
12. What did Dayang Sumbi do to prevent their marriage?
13. What did she do to make he think that he failed doing the tasks?
14. What did Sangkuriang do to show his anger?
15. What happened to the boat then?

B. Retell the story in pairs and then individually using these pictures as guidance!



I. ASSESSMENT

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : $\frac{\text{Students' score}}{\text{Max. score}} \times 100 = \text{Score}$
 - b. Scoring rubric :

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
score	1-4 (Errors in pronunciati on are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1-4 (Not really paying attention to the stress and intonation)	7-11 (There is no orientation , complicati on and resolution)	7-11 (Errors in grammar are frequent, but speaker can be understoo d by a native speaker used to dealing with foreigner)	7-11 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1-4 (Not using any body language)	1-4 (Flat expression)
	5-8 (Accent is intelligible though often quite faulty.)	5-8 (Paying attention to the intonation and stress, even though still making several mistakes)	12-15 (The story is already organized into orientation , complicati on and resolution but still there are some parts who are	12-15 (Can usually handle elementar y constructi ons quite accurately but does not have through or confident control of	12-15 (Has speaking vocabulary sufficient to express himself simply with some circumlocut ions.)	5-7 (Enough body language in particular parts of the story)	5-7 (Already having enough expressions in about 50% of the story)

			missing)	the grammar.)			
	8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (The story is really organized into orientation , complication and resolution)	16-20 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the story)	8-10 (Good and appropriate expressions in all over the story)

English Teacher

Dra. Y. Dyah Murti M
NIP. 19601027 19803 2 008

Depok, April 2014
Researcher

Anita Nur Masyi'ah
NIM. 10202241023

E. HAND OUTS

UNIT 1**LONG TIME AGO....**

Pic 1.1 www.fanpop.com

In this unit, you will learn:

- ✓ comprehending oral narrative texts
- ✓ presenting oral narrative texts accurately

Let's get started

Listen to the story very carefully.

The script (This is not showed to the students).

Snow White

Have you ever heard a story about Snow White? I'm sure some of you have ever heard about that, but I think there are many of you who don't know the whole story. So, please listen to me because I'm going to tell you the story about Snow White.

Long time ago, in the Neverland, there lived a very beautiful princess,, do you know what princess is? Yes, it is a girl/daughter of a king and a queen, her name was Snow White. She lived with a queen, but the Queen was her stepmother. Have you ever heard the word "stepmother" before? What does it mean? Is the queen her real mother? No? Good. The queen was very jealous to her because Snow White is more beautiful than the queen. So the queen wanted Snow White to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. Do you know dwarf? Yes, it is a person that is very small, in Indonesia it is like Ukok Baba, Adul, Daus mini, etc. You know them, right?

Back to the story, after that, the queen sent a witch to put Snow White in danger. Do you know witch? How do you spell witch? Yes, it is a woman who has a magical power. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, a charming prince woke her with a kiss.
After that, they lived together happily ever after. (Free adaptation from
Grimms' fairy tale)

Task 1

Listen to recording and answer the following questions.

1. Who are the characters in the story?
2. How did snow white look like?
3. Where did snow white live?
4. Why was the queen jealous of her?
5. What did the queen send to put her in danger?
6. What did the witch give her?
7. How did the charming prince wake her up?

Task 2

Listen to the story again, write down the verbs that you heard and then try to find the meaning.

No	Verb	Meaning
1.		
2.		
3.		

4.		
5.		
6.		
7.		
8.		

Task 3

Listen to the story again, write down the adjectives that you heard and then try to find the meaning.

No	Adjective	Meaning
1.		
2.		
3.		
4.		
5.		
6.		



REMEMBER!!

Narrative text is a text that tells a story.

- **Purpose**

The Purpose of Narrative Text is to entertain the reader with a story.

- **Kind of narrative text**

- a. **Folklore (cerita rakyat)** : The legend of Sangkuriang. The legend of Danau Toba, etc.
- b. **Fairy tale** : Cinderella, Snow White, Beauty and the Beast, etc.
- c. **Fables** : Kancil nyolong timun, etc.

- **The generic structure**

- a. Orientation : It is about the opening paragraph where the characters of the story are introduced.
- b. Complication : It is where the problems in the story developed.
- c. Resolution : Where the problems in the story is solved.

- The tense that is used in narrative text is **simple past tense**.

Jenis Kalimat	Rumus	Contoh Simple Past Tense
(+)	<ul style="list-style-type: none"> - S + Verb2 + O - S + be (was/were) + C 	<ul style="list-style-type: none"> - She lived with the queen. - Her name was Snow White.
(-)	<ul style="list-style-type: none"> - S + did + not + Verb1 - S + be(was/were) + not 	<ul style="list-style-type: none"> - The queen did not love her. - She was not very kind.
(?)	<ul style="list-style-type: none"> - Did + S + Verb1+O - Be(was/were) + S+C 	<ul style="list-style-type: none"> - Did the queen love her? - Was she very kind?

Let's get started

Task 1

You will hear the following words in the video. Draw a line to match the word in Column A with the meaning in Column B.

- | | |
|---------------|---------------|
| 1. Punishment | 11. Kebenaran |
| 2. Obedient | 12. Mencegah |
| 3. Haunt | 13. Kecewa |
| 4. Disappoint | 14. Kapal |
| 5. Meat | 15. Hukuman |
| 6. Truth | 16. Mengenal |
| 7. Sadness | 17. Berburu |
| 8. Recognize | 18. Kesedihan |
| 9. Prevent | 19. Patuh |
| 10. Boat | 20. Kesedihan |

Task 2

Watch the video carefully.

The Script (It is not showed to the students).

Tangkuban Perahu

Dayang Sumbi was a girl from West Java. She was beautiful, smart and clever. Her intelligence made a prince from Kayangan kingdom fell in love with her and married her. Soon, a baby boy named Sangkuriang was born. The King of

Kayangan kingdom found out that the prince had married a simple girl and not a princess. As a punishment, the King turned the prince into a dog.

Years past, and Sangkuriang grew up to be an obedient boy. Everyday, he would hunt for food with Tumang, his family dog. One day, he went in to the woods and could not find any food. Night was falling and he did not to disappoint his mother. He looked around and not knowing that the dog was really his father. He killed him and brought home the meat. Dayang Sumbi was glad to see him back, but she was sad that Tumang did not come home with him. When Dayang Sumbi asked where Tumang was, Sangkuriang told her the truth. Unable to control her emotion, Dayang Sumbi struck Sangkuriang's head with the thing she was holding.

In the name of anger, she made Sangkuriang leaves home. Because of her deep sadness, the God gave her eternal life. After years, Sangkuriang decided to come home. Both the mother and son did not recognize each other.

As time passed, Sangkuriang fell in love with Dayang Sumbi. He planned to marry her. But when Dayang Sumbi saw the scar on Sangkuriang's head, she realized that the person she was about to marry is her own son. In order to prevent the marriage, Dayang Sumbi asked Sangkuriang to do the impossible thing. She asked him to build a dam on the river of Citarum and to build a large boat to cross the river. Both have to be done before the sun would rise again. Sangkuriang gathered all his power and was able to build a dam and a boat for Dayang Sumbi. When she saw that the tasks were almost completed, she called all the villagers to spread particular sound to make Sangkuriang think that the sun was rising and that he had failed end the tasks. Sangkuriang was fooled and believed to her lie. And he's angry, he kicked the dam and caused a great flood, and then he kicked the large boat and it landed upside down to create Mount Tangkuban Perahu.

Task 3

Answer the following questions orally.

1. Who are the characters of the story?
2. Where was Dayang Sumbi from?
3. How was her personality?
4. Who fell in love with Dayang Sumbi?
5. Where did he come from?
6. Who was the name of their son?
7. What happened to the prince when the King found out that he had married Dayang Sumbi?
8. What was the name of the dog?
9. Why did Sangkuriang kill the dog?
10. What happened to him after that?
11. What happened to Sangkuriang and Dayang Sumbi after a years later Sangkuriang comeback?
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13. What did Dayang Sumbi do to prevent their marriage?
14. What did she do to make he think that he failed doing the tasks?
15. What did Sangkuriang do to show his anger?
16. What happened to the boat then?

Task 4

Work in pairs, then retell the story you have watched before to your partner using the questions before as guidance.

Task 5

Retell the story again one by one in front of the class.

UNIT 2**ONCE UPON A TIME....**

Pic 1.1 www.fanpop.com

In this unit, you will learn:

- ✓ comprehending oral narrative texts
- ✓ presenting oral narrative texts accurately

Let's get started

Listen to the story very carefully.

The script (This is not showed to the students).

Keong Mas

Have you heard the story of Keong Mas? Where is this story from? Good. Do you know who the characters are? OK, I think some of you do not really know the whole story. So, I'll tell you the whole story.

Once upon a time, there was a king, he wanted to marry Dewi Sekartaji, but Dewi Sekartaji was the wife of panji Asmoro Bangun. Then the king kidnapped her. Fortunately, the god Narada saved Dewi Sekartaji. He turned her into a golden snail, named Keong mas. The God told Keong Mas to drift along the river in order to find her husband, Panji Asmoro Bangun.

One day, a poor old widow, mbok Rondo Dadapan was fishing along the river. Do you know what is widow? Yes, it is a woman who no longer has a husband. She found the golden snail and took it home. There, she put the snail in a jar and took good care of it. Have you heard the word "jar" before? So, in Indonesia usually we call it "kendhi". All of a sudden, unexpected good things took place in mbok Rondo's life.

Every time Mbok Rondo came back from her daily fishing. She found delicious food on the table. The house was clean and neat. She wanted to find out who the mysterious kind person was. So one day, she went out from the house but did not fish. She peeped through a hole in the wall of her house.

She saw a beautiful princess. The princess was coming out of the jar and starting to clean the house. The next day, without wasting any time Mbok Rondo ran into the house. She smashed the jar. The princess could not turn back into a snail, then, Mbok Rondo adopted her.

Meanwhile, Raden Panji Asmoro Bangun, searched for his wife from one village to another. Finally, he found his beloved wife. They went back to their kingdom, taking the good Mbok Rondo along with them.

Task 1

Listen to recording and answer the following questions.

1. Who was Dewi Sekartaji?
2. What happened to Dewi Sekartaji when the king wanted to marry her?
3. Who saved Dewi Sekartaji from the King?
4. What happened to her after that?
5. Who found the golden snail in the river?
6. What did mbok Rondo find on her table ?
7. How did mbok Rondo find out who was the mysterious kind person?
8. How did the story end?
9. After you read the story, what did you think of Keong mas?
10. What can you learn from the story?

Task 2

Write down the verbs based on the text you heard!

1. Dewi Sekartaji was by the king.
2. The god Narada Dewi Sekartaji into a golden snail,
Keong mas.
3. Mbok Rondo Dadapan the golden snail and took it home.
4. The princess was coming out of the jar and starting to the house.
5. They back to their kingdom, taking the good Mbok Rondo
along with them.

Task 3

**Write down the adjectives that you heard from the story after that
find antonyms!**

No	Adjective	Antonym
1.	Poor	
2.	Good	
3.	Old	
4.	Beautiful	
5.	Clean	
6.	Neat	
7.	Delicious	
8.	Mysterious	



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- **The generic structure**

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Let's get started

Task 1

You will hear the following words in the video. Draw a line to match the word in Column A with the meaning in Column B.

- | | |
|---------------------|----------------------------|
| 1. Housework | 11. Kecewa |
| 2. Dust | 12. Pesta dansa |
| 3. Castle | 13. Peri |
| 4. Disappointed | 14. Pelayan |
| 5. Excited | 15. Debu |
| 6. Ball | 16. Mantra |
| 7. Fairy god-mother | 17. Pekerjaan rumah tangga |
| 8. Spell | 18. Gembira |
| 9. Maid | 19. Sepatu kaca |
| 10. Glass slipper | 20. Kerajaan |

Task 2

Watch the video carefully.

The Script (It is not showed to the students).

Cinderella

Long ago, there was a sweet girl named Ella, she lived with her mean stepmother and two stepsisters. They made her do all the housework. She was always covered by dust and so, she was called Cinderella.

One day, the prince invited all the girls in the kingdom for a ball in the castle. Everyone including the two stepsisters was very excited. Cinderella too wanted to go to the ball, but her sisters ask her to stay at home and work. Cinderella was so disappointed that she began to cry.

Suddenly, she saw a shimmering light in the room. A woman with a kind smile stood in front of her. She was Cinderella's fairy godmother. She wanted to help Cinderella to go to the ball, with a wave of her hand, she made Cinderella looked like a princess. The fairy godmother warned her to be home before 12 o'clock for then the spell would be broken.

Cinderella was the prettiest girl at the ball. Her stepsisters did not even recognize her. All the other girls were very jealous because the prince danced with her the whole night. However, the moment the clock was 12, she remembered the fairy godmother words and ran away. In her hurry, she left one glass slipper on the castle steps.

The prince had fallen in love with her and wanted to find her and find her. He asked his maid to go to every house in the land and find the girl whose foot fits into the glass slipper. The king's maid reached Cinderella's house, the two stepsisters tried hard to get their big feet to fit into the slippers, but they failed. Finally, when Cinderella tried the slipper, her foot fitted perfectly into the glass slipper, the prince and Cinderella were soon married in the grand ceremony, that way the two stepsisters never bothered her again.

Task 3

Answer the following questions orally.

1. Who are the characters of the story?
2. Why was Ella always covered by dust?
3. Why is everyone so excited?
4. Why did Cinderella cry?
5. Who was coming to her when she cried?
6. What did the fairy godmother do to Ella?
7. Why did Cinderella have to be home at 12?
8. What made all the girls at the ball jealous to Cinderella?
9. What happened when Cinderella ran away in her hurry?
10. Why did the prince want to find the owner of the slipper?
11. What happened to the prince and Cinderella in the end of the story?
12. What can you learn from the story?

Task 4

Work in pairs, then retell the story you have watched before to your partner using the questions before as guidance.

Task 5

Retell the story again still in pairs using these pictures as guidance then perform it one by one in front of the class.



F. QUESTIONNAIRE

QUESTIONNAIRE

Nama :

Kelas :

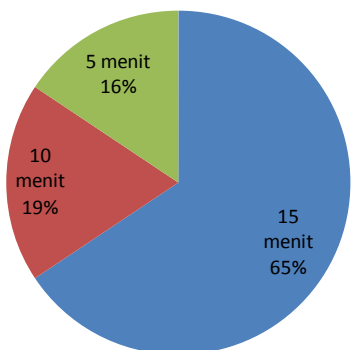
Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberi tanda (V) pada jawaban anda!

1. Jika menggunakan video untuk media belajar speaking, berapa durasi video tersebut sebaiknya?
☐ 15 menit
☐ 10 menit
☐ 5 menit
2. Jenis video apa yang anda sukai dan anda inginkan untuk meningkatkan kemampuan speaking anda?
☐ kartun
☐ film dokumenter
☐ potongan film
3. Anda lebih memilih narrator perempuan atau *narrator* laki-laki untuk membacakan cerita di dalam video?
☐ Perempuan
☐ Laki-laki
☐ Tidak masalah
4. *Narrator* darimana yang bisa lebih anda pahami?
☐ dari Indonesia
☐ dari luar negeri langsung (*native speaker*)
☐ tidak masalah
5. Cerita jenis seperti apa yang anda inginkan dalam video?
☐ folklore (cerita rakyat)
☐ fairy tale (cerita kerajaan)
☐ fable (cerita tentang hewan)

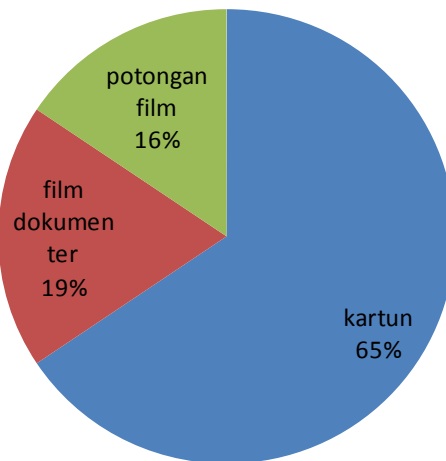
Result of Needs Analysis

Kelas : VIII C (32 Students)

1. Jika menggunakan video untuk media belajar speaking, berapa durasi video tersebut sebaiknya?



2. Jenis video apa yang anda sukai dan anda inginkan untuk meningkatkan kemampuan speaking anda?



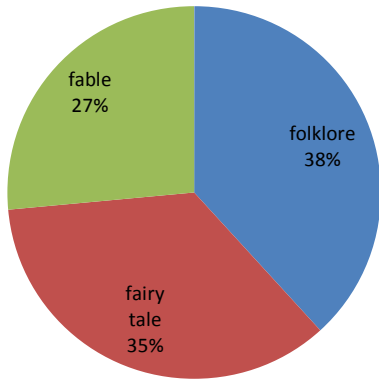
3. Anda lebih memilih narrator perempuan atau narrator laki-laki untuk membacakan cerita di dalam video?



4. Narrator darimana yang bisa lebih anda pahami?



5. Cerita jenis seperti apa
yang Anda inginkan dalam
video?



G. OBSERVATION SHEETS

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Video

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition.
 "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

N O	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	A. Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher reads a short narrative text.				
	b. The students try to find past verbs from the text, by listening to the story.				
	c. The students try to find out the meanings of the verbs that are found before.				

	d. The students try to find the adjectives from the story.				
	e. The students try to find out the meanings of the adjectives that are found before.				
	f. The students try to answer some questions related to the story orally.				
	g. The teacher and the students discuss the answers together.				
	h. The teacher explains the right answers to the students.				
	i. The teacher explains the generic structure and the tenses used in narrative text.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are confidence to speak.				
	6. The students are able to answer simple question orally.				

	7. The students are able to pronounce some words correctly.				
	8. The students ask the researcher or their friends if they find difficulties.				
	9. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Video

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition.
 "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher shows a video about "The Legend of Sangkuriang".				
	b. The students repeat some difficult words from the video after the teacher.				
	c. The students try to find out the meaning of the difficult				

	words before.				
	d. The students answer the questions from the video orally.				
	e. The teacher and the students discuss the answers together.				
	f. The teacher explains the right answers to the students.				
	3. Closing activities				4.
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are confidence to speak.				
	6. The students are able to answer simple question orally.				
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.				
	8. The students are able to pronounce some words correctly.				
	9. The students ask the				

	researcher or their friends if they find difficulties.				
	10. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Video

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition.
 "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher shows the video about "The legend of Sangkuriang" again				
	b. The students form a group of two, then they are given guidance questions (that are asked before) and then retell the story to his/her partner.				

	c. After that, they are required to retell the story again individually in front of the class.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are confidence to speak.				
	6. The students are able to answer simple question orally.				
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.				
	8. The students are able to pronounce some words correctly.				
	9. The students ask the researcher or their friends if they find difficulties.				
	10. The students practice their tasks.				

	11. The students can retell the story from the video using their own words.				
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Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Video

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition.
 "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

N O	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher reads a short narrative text.				
	b. The students try to find the verbs that are suitable to fill the blank parts from the text, by listening to the story.				
	c. The students try to find the adjectives from the story.				

	d. The students try to find out the synonyms of the adjectives that are found before.				
	e. The students try to answer some questions related to the story orally.				
	f. The teacher and the students discuss the answers together.				
	g. The teacher explains the right answers to the students.				
	h. The teacher explains the generic structure and the tenses used in narrative text.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are confidence to speak.				
	6. The students are able to answer simple question orally.				
	7. The students are able to pronounce some words				

	correctly.				
	8. The students ask the researcher or their friends if they find difficulties.				
	9. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Video

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition.
 "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher shows a video about "The story of Cinderella".				
	b. The students repeat some difficult words from the video after the teacher.				
	c. The students try to find out the meaning of the difficult				

	words before.				
	d. The students answer the questions from the video orally.				
	e. The teacher and the students discuss the answers together.				
	f. The teacher explains the right answers to the students.				
	3. Closing activities				4.
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are confidence to speak.				
	6. The students are able to answer simple question orally.				
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.				
	8. The students are able to pronounce some words correctly.				
	9. The students ask the				

	researcher or their friends if they find difficulties.				
	10. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Video

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition.
 "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The teacher shows the video about "The Story of Cinderella" again				
	b. The students form a group of two, then they are given guidance questions (that are asked before) and then retell the story to his/her partner.				

	c. Then, the teacher gives them a series of pictures about Cinderella, the students have to retell the story based on the pictures using their own words.				
	d. After that, they are required to retell the story again individually in front of the class.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are confidence to speak.				
	6. The students are able to answer simple question orally.				
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.				
	8. The students are able to pronounce some words				

	correctly.				
	9. The students ask the researcher or their friends if they find difficulties.				
	10. The students practice their tasks.				
	11. The students can retell the story from the video using their own words.				

Observer

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H. SCORING RUBRIC

Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2001)

Score	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to	Able to speak the language with sufficient vocabulary to participate	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease.	Errors never interfere with understanding and rarely disturb the	Can participate effectively in most formal and informal conversations on

	participate effectively in most formal and informal conversations on practical, social and professional topics.	effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.		Rarely has to grope for words.	native speaker. Accent may be obviously foreign.	practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

Scoring Rubric Adaptation

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
Max. score	10	10	20	20	20	10	10

	Fluency		Content			Appearance	
	Pronun- ciation	Intonation & Stress	Generic Structure	Grammar	Vocab	Body Language	Expression
score	1-4 (Errors in pronunciati on are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1-4 (Not really paying attention to the stress and intonation)	7-11 (There is no orientation , complicati on and resolution)	7-11 (Errors in grammar are frequent, but speaker can be understoo d by a native speaker used to dealing with foreigner)	7-11 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1-4 (Not using any body language)	1-4 (Flat expression)
	5-8 (Accent is intelligible though often quite	5-8 (Paying attention to the intonation	12-15 (The story is already organized into	12-15 (Can usually handle elementar	12-15 (Has speaking vocabulary sufficient to	5-7 (Enough body language in particular	5-7 (Already having enough expressions

	faulty.)	and stress, even though still making several mistakes)	orientation , complication and resolution but still there are some parts who are missing)	y constructions quite accurately but does not have through or confident control of the grammar.)	express himself simply with some circumlocutions.)	parts of the story)	in about 50% of the story)
	8-10 (Errors in pronunciation are quite rare.)	8-10 (Good intonation and stress in almost 70% of the words pronounced)	16-20 (The story is really organized into orientation , complication and resolution)	16-20 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	16-20 (Able to speak the language with sufficient vocabulary)	8-10 (Good and appropriate body language in all over the story)	8-10 (Good and appropriate expressions in all over the story)

I. STUDENTS' SCORES

Total

No	Name	Pre Test			Progress Test			Post Test		
		R1	R2	M	R1	R2	M	R1	R2	M
1.	Ali Muhammad Malik Ma'laa	54	54	54	66	65	65.5	76	73	74.5
2.	Alifian Nur Rohman Asyarri	50	53	51.5	66	66	66	77	75	76
3.	Anggaraksa Wahyu Mahendra	52	53	52.5	65	65	65	73	73	73
4.	Anisa Miftah Rindiyani	58	52	55	72	70	71	83	81	82
5.	Anom Saeputra Wiraharja	55	52	53.5	67	67	67	76	75	75.5
6.	Bintang Adhi Putra	55	56	55.5	71	71	71	80	81	80.5
7.	Diah Savitri	57	54	55.5	71	70	70.5	79	79	79
8.	Epriliandani Dwi Astuti	55	54	54.5	72	73	72.5	81	81	81
9.	Febryna Miftakhul Jannah	54	58	56	72	72	72	82	81	81.5
10.	Fitri Hanifah Fadli	61	52	56.5	74	73	73.5	84	84	84
11.	Fundy Raka Ardiantama	54	56	55	71	69	70	79	78	78.5
12.	Heriawan Febriansyah	55	57	56	67	67	67	77	77	77
13.	Hudaibiyah Eva Rahmawati	52	57	54.5	69	69	69	80	78	79
14.	Irfa'i Charingga Figo	51	56	53.5	68	68	68	76	75	75.5
15.	Kamila Amalia Hapsari	62	57	59.5	79	78	78.5	88	86	87
16.	Khoirina Widyaningrum	60	53	56.5	72	70	71	82	82	82
17.	Muhamad Adhimas Aprilia	61	52	56.5	75	76	75.5	85	86	85.5
18.	Neti Setiyowati	58	56	57	73	73	73	82	82	82
19.	Nova Widianingrum	58	56	57	71	71	71	80	80	80
20.	Novita Lufi Setyana	55	55	55	71	71	71	80	80	80
21.	Nuralim Hanifa Wijaya	60	57	58.5	76	76	76	86	85	85.5
22.	Qoni Atur Rohmah	54	55	54.5	71	71	71	80	80	80
23.	Rahma Anggarwati	57	56	56.5	73	73	73	81	81	81
24.	Riky Setiawan	52	52	52	69	66	67.5	75	75	75
25.	Risa Miftahul Jannah	58	54	56	72	72	72	81	80	80.5
26.	Rita Rusmeilina	58	51	54.5	72	72	72	83	81	82
27.	Rizkia Novita Fahrani	58	55	56.5	72	71	71.5	82	82	82
28.	Sartika Dwi Wlang Nurul I.	58	55	56.5	72	72	72	82	80	81
29.	Siti Nur Naafiah	59	57	58	76	76	76	86	85	85.5
30.	Tantri Lestari	55	56	55.5	72	73	72.5	82	82	82
31.	Vincentia Rida Adellia	55	55	55	72	72	72	82	81	81.5
32.	Muhammad Naufal Fathoni	54	55	54.5	66	66	66	77	77	77

R1 = Rater 1

R2 = Rater 2

M = Mean

PRE-TEST SCORES(Rater 1)

No	Name	F		C			A		Total
		P	I & S	G S	G	V	B L	E	
1.	Ali Muhammad Malik Ma'laa	4	5	12	11	12	5	5	54
2.	Alifian Nur Rohman Asyarri	4	5	12	11	12	5	5	50
3.	Anggaraksa Wahyu Mahendra	3	5	12	11	11	5	5	52
4.	Anisa Miftah Rindiyan	5	6	13	12	11	6	5	58
5.	Anom Saeputra Wiraharja	5	6	12	11	11	5	5	55
6.	Bintang Adhi Putra	5	6	12	10	11	6	5	55
7.	Diah Savitri	5	6	12	11	11	6	6	57
8.	Epriliandani Dwi Astuti	5	6	12	11	10	6	5	55
9.	Febryna Miftakhul Jannah	4	5	12	11	11	5	6	54
10.	Fitri Hanifah Fadli	7	5	12	13	12	6	6	61
11.	Fundy Raka Ardiantama	4	5	12	11	11	6	5	54
12.	Heriawan Febriansyah	4	5	12	11	11	6	6	55
13.	Hudaibiyah Eva Rahmawati	4	4	12	11	10	6	5	52
14.	Irfa'i Charingga Figo	4	5	12	11	10	5	5	51
15.	Kamila Amalia Hapsari	7	5	13	14	12	5	6	62
16.	Khoirina Widyaningrum	6	6	13	11	12	6	6	60
17.	Muhamad Adhimas Aprilia	6	6	14	12	11	6	6	61
18.	Neti Setiyowati	5	6	12	11	12	6	6	58
19.	Nova Widianingrum	6	5	13	12	10	6	6	58
20.	Novita Lufi Setyana	5	5	12	11	11	6	5	55
21.	Nuralim Hanifa Wijaya	6	5	13	12	12	6	6	60
22.	Qoni Atur Rohmah	5	5	12	11	10	6	5	54
23.	Rahma Anggarwati	6	5	12	11	12	6	5	57
24.	Riky Setiawan	3	5	12	11	11	5	5	52
25.	Risa Miftahul Jannah	5	5	12	12	12	6	6	58
26.	Rita Rusmeilina	5	6	13	11	11	6	6	58
27.	Rizkia Novita Fahrani	5	6	12	11	12	6	6	58
28.	Sartika Dwi Wlang Nurul I.	6	5	12	11	12	6	6	58
29.	Siti Nur Naafiah	6	5	12	11	14	6	5	59
30.	Tantri Lestari	5	5	12	11	10	6	6	55
31.	Vincentia Rida Adellia	5	4	12	11	13	5	5	55
32.	Muhammad Naufal Fathoni	4	5	12	11	12	5	5	54

PRE-TEST SCORES(Rater 2)

No	Name	F		C			A		Total
		P	I & S	G S	G	V	B L	E	
1.	Ali Muhammad Malik Ma'laa	4	5	13	12	12	4	4	54
2.	Alifian Nur Rohman Asyarri	5	5	12	11	12	4	4	53
3.	Anggaraksa Wahyu Mahendra	5	5	12	11	12	4	4	53
4.	Anisa Miftah Rindiyan	5	5	12	11	11	4	4	52
5.	Anom Saeputra Wiraharja	5	4	12	12	11	4	4	52
6.	Bintang Adhi Putra	6	5	12	11	14	4	4	56
7.	Diah Savitri	6	5	12	11	12	4	4	54
8.	Epriliandani Dwi Astuti	5	5	12	12	11	5	4	54
9.	Febryna Miftakhul Jannah	7	6	12	10	13	5	5	58
10.	Fitri Hanifah Fadli	5	5	10	12	12	4	4	52
11.	Fundy Raka Ardiantama	6	5	12	13	12	4	4	56
12.	Heriawan Febriansyah	6	5	13	11	13	5	4	57
13.	Hudaibiyah Eva Rahmawati	7	6	12	12	12	4	4	57
14.	Irfa'i Charingga Figo	6	5	12	12	12	5	4	56
15.	Kamila Amalia Hapsari	6	5	12	11	14	4	5	57
16.	Khoirina Widyaningrum	5	5	12	10	12	5	4	53
17.	Muhamad Adhimas Aprilia	5	5	11	11	12	4	4	52
18.	Neti Setiyowati	5	5	13	12	12	4	5	56
19.	Nova Widianingrum	6	5	13	11	13	4	4	56
20.	Novita Lufi Setyana	6	5	12	12	12	4	4	55
21.	Nuralim Hanifa Wijaya	6	5	12	12	13	5	4	57
22.	Qoni Atur Rohmah	6	5	12	11	13	4	4	55
23.	Rahma Anggarwati	6	5	13	11	13	4	4	56
24.	Riky Setiawan	5	5	11	11	12	4	4	52
25.	Risa Miftahul Jannah	6	5	11	12	12	4	4	54
26.	Rita Rusmeilina	5	6	11	10	11	4	4	51
27.	Rizkia Novita Fahrani	6	5	12	11	12	4	5	55
28.	Sartika Dwi Wlang Nurul I.	6	6	11	11	12	5	4	55
29.	Siti Nur Naafiah	6	6	12	12	11	5	5	57
30.	Tantri Lestari	6	6	12	11	12	5	4	56
31.	Vincentia Rida Adellia	5	5	12	12	12	5	4	55
32.	Muhammad Naufal Fathoni	6	5	12	12	12	4	4	55

PROGRESS-TEST SCORES(Rater 1)

No	Name	F		C			A		Total
		P	I & S	G S	G	V	B L	E	
1.	Ali Muhammad Malik Ma'laa	6	6	14	13	14	6	7	66
2.	Alifian Nur Rohman Asyarri	6	6	14	13	14	6	7	66
3.	Anggaraksa Wahyu Mahendra	6	6	13	13	14	6	7	65
4.	Anisa Miftah Rindiyan	7	7	15	14	15	7	7	72
5.	Anom Saeputra Wiraharja	6	7	14	13	14	6	7	67
6.	Bintang Adhi Putra	7	7	14	14	15	7	7	71
7.	Diah Savitri	7	7	14	14	15	7	7	71
8.	Epriliandani Dwi Astuti	7	7	15	14	15	7	7	72
9.	Febryna Miftakhul Jannah	7	7	15	14	15	7	7	72
10.	Fitri Hanifah Fadli	7	7	15	14	16	7	8	74
11.	Fundy Raka Ardiantama	6	7	15	14	15	7	7	71
12.	Heriawan Febriansyah	6	6	14	13	14	7	7	67
13.	Hudaibiyah Eva Rahmawati	6	7	14	14	15	6	7	69
14.	Irfa'i Charingga Figo	6	6	14	14	14	7	7	68
15.	Kamila Amalia Hapsari	8	7	16	16	16	8	8	79
16.	Khoirina Widyaningrum	7	7	15	14	15	7	7	72
17.	Muhamad Adhimas Aprilia	7	7	16	15	16	7	7	75
18.	Neti Setiyowati	7	7	15	15	15	7	7	73
19.	Nova Widianingrum	7	7	15	14	15	6	7	71
20.	Novita Lufi Setyana	7	7	15	14	15	6	7	71
21.	Nuralim Hanifa Wijaya	8	7	16	15	16	7	7	76
22.	Qoni Atur Rohmah	7	7	15	14	15	6	7	71
23.	Rahma Anggarwati	7	7	15	15	15	7	7	73
24.	Riky Setiawan	7	6	13	14	15	7	7	69
25.	Risa Miftahul Jannah	7	7	15	14	15	7	7	72
26.	Rita Rusmeilina	7	7	15	14	15	7	7	72
27.	Rizkia Novita Fahrani	7	7	15	14	15	7	7	72
28.	Sartika Dwi Wlang Nurul I.	7	7	15	14	15	7	7	72
29.	Siti Nur Naafiah	8	7	16	15	15	7	8	76
30.	Tantri Lestari	7	7	15	14	15	7	7	72
31.	Vincentia Rida Adellia	7	7	15	14	15	7	7	72
32.	Muhammad Naufal Fathoni	6	6	14	13	14	6	7	66

PROGRESS-TEST SCORES(Rater 2)

No	Name	F		C			A		Total
		P	I & S	G S	G	V	B L	E	
1.	Ali Muhammad Malik Ma'laa	6	6	13	13	14	6	7	65
2.	Alifian Nur Rohman Asyarri	6	6	13	13	14	7	7	66
3.	Anggaraksa Wahyu Mahendra	6	6	13	13	14	6	7	65
4.	Anisa Miftah Rindiyan	6	7	14	14	15	7	7	70
5.	Anom Saeputra Wiraharja	6	7	14	13	14	6	7	67
6.	Bintang Adhi Putra	7	7	14	14	15	7	7	71
7.	Diah Savitri	7	7	14	14	14	7	7	70
8.	Epriliandani Dwi Astuti	7	8	15	14	15	7	7	73
9.	Febryna Miftakhul Jannah	7	7	15	14	15	7	7	72
10.	Fitri Hanifah Fadli	7	7	15	14	15	7	8	73
11.	Fundy Raka Ardiantama	6	7	14	14	14	7	7	69
12.	Heriawan Febriansyah	6	6	14	13	14	7	7	67
13.	Hudaibiyah Eva Rahmawati	6	7	14	14	15	6	7	69
14.	Irfa'i Charingga Figo	6	6	14	14	14	7	7	68
15.	Kamila Amalia Hapsari	8	7	16	15	16	8	8	78
16.	Khoirina Widyaningrum	6	7	15	14	14	7	7	70
17.	Muhamad Adhimas Aprilia	8	7	16	15	16	7	7	76
18.	Neti Setiyowati	7	7	15	15	15	7	7	73
19.	Nova Widianingrum	7	7	15	14	15	6	7	71
20.	Novita Lufi Setyana	7	7	15	14	15	6	7	71
21.	Nuralim Hanifa Wijaya	8	7	16	15	16	7	7	76
22.	Qoni Atur Rohmah	7	7	15	14	15	6	7	71
23.	Rahma Anggarwati	7	7	15	15	15	7	7	73
24.	Riky Setiawan	6	6	13	14	13	7	7	66
25.	Risa Miftahul Jannah	7	7	15	14	15	7	7	72
26.	Rita Rusmeilina	7	7	15	14	15	7	7	72
27.	Rizkia Novita Fahrani	7	7	14	14	15	7	7	71
28.	Sartika Dwi Wlang Nurul I.	7	7	15	14	15	7	7	72
29.	Siti Nur Naafiah	8	7	16	15	15	7	8	76
30.	Tantri Lestari	7	7	15	15	15	7	7	73
31.	Vincentia Rida Adellia	7	7	15	14	15	7	7	72
32.	Muhammad Naufal Fathoni	6	6	14	13	14	6	7	66

POST-TEST SCORES(Rater 1)

No	Name	F		C			A		Total
		P	I & S	G S	G	V	B L	E	
1.	Ali Muhammad Malik Ma'laa	7	7	17	14	16	8	7	76
2.	Alifian Nur Rohman Asyarri	7	7	17	15	16	7	8	77
3.	Anggaraksa Wahyu Mahendra	6	7	16	14	15	7	8	73
4.	Anisa Miftah Rindiyan	8	8	17	16	18	8	8	83
5.	Anom Saeputra Wiraharja	7	7	17	15	16	7	7	76
6.	Bintang Adhi Putra	7	8	17	16	17	7	8	80
7.	Diah Savitri	8	8	17	16	16	7	7	79
8.	Epriliandani Dwi Astuti	7	8	17	16	17	8	8	81
9.	Febryna Miftakhul Jannah	8	8	17	16	18	8	7	82
10.	Fitri Hanifah Fadli	8	8	17	17	18	8	8	84
11.	Fundy Raka Ardiantama	7	8	17	16	17	7	7	79
12.	Heriawan Febriansyah	7	7	16	15	17	7	8	77
13.	Hudaibiyah Eva Rahmawati	8	8	17	16	17	7	8	80
14.	Irfa'i Charingga Figo	7	8	16	15	16	7	7	76
15.	Kamila Amalia Hapsari	9	9	18	17	19	8	8	88
16.	Khoirina Widyaningrum	8	8	17	16	17	8	8	82
17.	Muhamad Adhimas Aprilia	9	9	17	16	18	8	8	85
18.	Neti Setiyowati	8	8	17	16	17	8	8	82
19.	Nova Widianingrum	8	8	17	16	17	7	8	80
20.	Novita Lufi Setyana	8	8	16	16	16	8	8	80
21.	Nuralim Hanifa Wijaya	9	9	18	17	17	8	8	86
22.	Qoni Atur Rohmah	8	8	17	15	17	8	8	80
23.	Rahma Anggarwati	8	8	17	15	17	8	8	81
24.	Riky Setiawan	7	7	16	15	16	7	7	75
25.	Risa Miftahul Jannah	8	7	17	16	17	8	8	81
26.	Rita Rusmeilina	8	8	18	16	17	8	8	83
27.	Rizkia Novita Fahrani	8	8	17	16	17	8	8	82
28.	Sartika Dwi Wlang Nurul I.	8	8	17	16	17	8	8	82
29.	Siti Nur Naafiah	9	8	18	17	18	8	8	86
30.	Tantri Lestari	8	8	17	16	17	8	8	82
31.	Vincentia Rida Adellia	8	8	17	16	17	8	8	82
32.	Muhammad Naufal Fathoni	7	7	16	16	16	7	8	77

POST-TEST SCORES

No	Name	F		C			A		Total
		P	I & S	G S	G	V	B L	E	
1.	Ali Muhammad Malik Ma'laa	7	7	16	14	15	7	7	73
2.	Alifian Nur Rohman Asyarri	7	7	16	15	16	7	7	75
3.	Anggaraksa Wahyu Mahendra	6	7	16	14	15	7	8	73
4.	Anisa Miftah Rindiyan	8	8	17	16	16	8	8	81
5.	Anom Saeputra Wiraharja	7	7	16	15	16	7	7	75
6.	Bintang Adhi Putra	7	8	17	16	17	8	8	81
7.	Diah Savitri	8	8	17	16	16	7	7	79
8.	Epriliandani Dwi Astuti	7	8	17	16	17	8	8	81
9.	Febryna Miftakhul Jannah	8	8	17	16	17	8	7	81
10.	Fitri Hanifah Fadli	8	8	18	17	17	8	8	84
11.	Fundy Raka Ardiantama	7	8	16	17	16	7	7	78
12.	Heriawan Febriansyah	7	7	16	15	17	7	8	77
13.	Hudaibiyah Eva Rahmawati	8	8	16	16	16	7	8	78
14.	Irfa'i Charingga Figo	7	7	15	15	16	8	7	75
15.	Kamila Amalia Hapsari	9	9	18	17	18	7	8	86
16.	Khoirina Widyaningrum	8	8	17	16	17	8	8	82
17.	Muhamad Adhimas Aprilia	9	9	17	17	18	8	8	86
18.	Neti Setiyowati	8	8	17	16	17	8	8	82
19.	Nova Widianingrum	8	8	17	16	17	7	8	80
20.	Novita Lufi Setyana	8	8	16	16	16	8	8	80
21.	Nuralim Hanifa Wijaya	8	9	18	17	17	8	8	85
22.	Qoni Atur Rohmah	8	8	17	15	17	8	8	80
23.	Rahma Anggarwati	8	8	17	15	17	8	8	81
24.	Riky Setiawan	7	7	16	15	16	7	7	75
25.	Risa Miftahul Jannah	7	7	17	16	17	8	8	80
26.	Rita Rusmeilina	8	8	16	16	17	8	8	81
27.	Rizkia Novita Fahrani	8	8	17	16	17	8	8	82
28.	Sartika Dwi Wlang Nurul I.	8	7	16	16	16	8	8	80
29.	Siti Nur Naafiah	9	8	17	17	18	8	8	85
30.	Tantri Lestari	8	8	17	16	17	8	8	82
31.	Vincentia Rida Adellia	7	8	16	16	17	8	8	81
32.	Muhammad Naufal Fathoni	7	7	16	16	16	7	8	77

J. ATTENDANCE LIST

[illegible]

K. PHOTOGRAPHS

PHOTOGRAPHS





L. PERMIT LETTERS